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AN ASSESSMENT OF AMERICAN EDUCATION:
THE VIEW OF EMPLOYERS, HIGHER EDUCATORS, THE PUBLIC, RECENT STUDENTS, AND THEIR PARENTS

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A WORD ABOUT THIS STUDY

The Purpose

During September of 1991, the Harris Education Research Center, a subsidiary of Louis Harris and Associates, conducted the first study ever undertaken to determine what those who directly employ and educate America's students after they leave high school think of the quality of this country's elementary and secondary schools.

In addition, a cross section of recent students, as well as their parents, gave their own assessment of the quality of the education they or their children received. Thus, a direct comparison is afforded between the self-estimate of those who are the products of the school system and those who employ them in jobs or provide them with further education.

A third major purpose of this study was to find out from a cross section of the American people how they view the need for adoption of common national standards of performance that all schools should be expected to live up to, and whether or not such standards need to be higher than those that now prevail in the schools.

The heart of this study lies in 15 key attributes of preparedness that are the basic objectives of secondary education, and which enable students to perform well on the job or in higher education. On each, the samples of educators, employers, recent students and their parents were all asked to give common ratings. Such an exercise simply has not been conducted before on a nationwide basis. It is hoped that the results contained in this study will be bench-marks for future trend lines in each subsequent year, yielding a different, highly functional measure of the progress and effectiveness of education.

The study also recognized the need to measure the steps which employers and educators take to help recent high school students adjust, adapt, and perform better in work and higher education. In other words, the match between employers and educators, on the one hand, and those coming out of the high schools on the other is a two-way street.

The Sample

First, the study looked at the attitude of employers. Among the 402 employers who were surveyed, 34% were executives of small companies, 33% of medium-sized companies, and 33% of large companies. Two thirds (67%) of the executives are line or operations officers, while 33% are human resource officers. Many small and medium-sized companies, of course, do not have human resource officers. Regionally, 28% of the employers are in the East, 29% in the Midwest, 27% in the South, and 15% in the West.

Three-fourths of the employers were drawn from the private sector, while one in four (25%) came from government. Dun & Bradstreet provided randomized samples of all of the employers, from which the interviews were conducted.

Second, the study examined the attitudes of those running higher education. Among the sample of educators, the regional distribution follows that of the distribution of college and vocational institutions: 26% in the East, 18% in the Midwest, 35% in the South, and 21% in the West. In order to have enough cases to break out separately, one fourth of the interviews were conducted among educators in trade or vocational schools, one quarter among educators in two year colleges, one quarter in small four year colleges, and one quarter in four year universities. Among the educators, the sample was divided 50% among Admissions Officers and 50% among faculty spread throughout the disciplines.

The remainder of the sample was drawn from a national probability cross section of 4,200 randomly selected households, who were interviewed by telephone to screen for those who were high school students four to eight years ago and for those who were parents of those who went to high school four to eight years ago. Thus, in the end, a national cross section of 1744 adults was interviewed, out of which 250 were parents of high school students four to eight years ago, and 511 were students who left high school during that same period either to accept a job or to go on to higher education in either a four year university, a small four year college, a two year college, or a trade or vocational school. Parents were then broken out by those whose children went on to take jobs or to higher education.

Thus, it is possible to look in depth at samples of students four to eight years out of high school who went directly into jobs, went on to further education, or who first took a job and then later went onto higher education. Forty-seven percent of all those who either graduated from high school or left before graduation went into the job market, while 53% went onto further education. However, 10% of these recent high school students first went into the job market and then later went onto higher education. In the end, then, 63% of these former students eventually went onto higher education, while 37% went into jobs and did not receive further education.

Fourth, this national probability cross section also made it possible to examine the attitudes of approximately 1,000 adults who are neither parents nor former students about the about the state of education and the role of national standards. Thus, the total number of interviews, in this combined cross section — public, parents, and former students — was 1,744.

Acknowledgements

While this study is the full responsibility of the Harris Education Research Center and the firm of Louis Harris and Associates, the generous help of Pascal Forgione of the National Education Goals Panel and Robert Schwartz of the Pew Charitable Trusts made this study possible.

All of the results to all of the questions are provided in this study, and full computer runs are available upon request.

ANALYSIS

Taken together, the four levels of the study — the attitudes of employers; of those running higher education; of recent students and their parents; and of the public — provide a compelling and depressing look at American education today. The results show a deep concern on the part of employers and educators about how America's school systems function. They also show a profound commitment on the part of all groups to basic reform. Of specific (and poignant) interest is the dramatic gap between what employers and higher education officials think of student achievement, and what recent students and their parents believe schools have accomplished.

The Alarm of Employers and Educators Over the Failure of Education

The survey questioned employers and those in charge of higher education to evaluate recent students on fifteen key attributes. These attributes included recent students' "ability to read and understand written and verbal instructions"; the capacity to do arithmetic and higher mathematics, to write and read well, and to solve complex problems; having disciplined work habits; and "having the capacity to concentrate on the work done over an extended period of time." The study also probed to find out about attitudes toward work, dress, behavior, and goals.

Here are the central findings:

Out of 15 key attributes that educators and employers look for in recent high school students, the average positive rating among employers is no better than 30%, compared with an average negative rating of 66%. Among educators, the average is 36% positive and 62% negative for the same 15 items.

Employers could find only one of the 15 attributes on which they were able to rate the recent students positive. Educators found only three on which recent students came up positive.

Most serious by far are the uniformly negative ratings on bedrock attributes that are essential to functioning in a job or in higher education.

Among employers:

— Only 33% report that recent high school graduates have "the ability to read and understand written and verbal instructions," while a lower 25% say they are "capable of doing arithmetic functions." This means that most employers have serious doubts about the functional literacy of the vast majority of the labor pool from which they must find new employees.

— No more than 30% of all employers give a positive rating to the way recent students have "learned to read well," 22% positive on "learning mathematics well," and a striking 12% positive on "learning how to write well."

— Every bit as significant is that no more than 30% give a positive rating to recent students "having the capacity to concentrate on the work done over an extended period of time," that only 25% say they are "motivated to give all they have to the job they are doing," that 20% feel they "have a real sense of dedication to work," that only 19% feel recent students "have real discipline in their work habits," and that 10% feel recent students have "learned to solve complex problems." All of these attributes, of course, are critical elements in achieving any high level of performance on the job.

— The five remaining attributes show better scores, although only one is in the positive column: a total of 57% rate highly the recent students' ability "to work cooperatively with fellow employees." Close to half (46%) give them positive marks on "having both the desire to learn more and the capacity to keep learning more on the job," 42% credit them with "a good attitude in dealing with those under them," 39% are positive on their having "learned to dress and behave well," and 39% report they "have a good attitude toward supervisors."

> Observation:
>
> Employers clearly feel that their recent hires out of high school have an attitude toward those they work for that can be turned to positive and productive applications. It is not that they are lacking in eagerness and a willingness to get along with those they work with. However, the devastating news is that the employers are convinced that their new hires out of high schools are by and large borderline in terms of functional literacy, their capacity to express themselves, and their basic functional skills. Most of all, they have little in the way of capacity for high concentration or creative and skillful application of their minds to work challenges. In short, in the view of employers, recent graduates' education has at best prepared them marginally for work.

Among Educators: The pattern is slightly more positive in the scores accorded the recent high school graduates who have been accepted by them for attendance at their institutions of higher learning. But the essential elements show almost all of the same flaws and failures:

— A somewhat higher 41% give a positive rating to the "ability of recent graduates to read and understand written and verbal instructions," although a lower 32% report they have the "capability of doing arithmetic functions." Thus, functional literacy is obviously no small problem for those providing these former students higher education.

— Again, only 33% report positively on their "having learned to read well," 27% on "having learned mathematics well," 18% on "having learned to write well." All three, of course, are absolutely basic to any kind of post-high school education.

— But five other answers are particularly disturbing: only 29% give them positive marks on "being motivated to give all they have to stretching their minds and learning new disciplines," no more than 26% report their having "a real sense of dedication to learning," 25% say they are positive on their "having the capacity to concentrate on their studies over an extended period of time," only 21% say they "have real discipline in their work habits," and no more than 15% that they have "learned how to solve complex problems."

— The five remaining attributes, all essentially dealing with attitude, are more positively rated by the educators than was the case among the employers: 66% say recent students are positive about their "being able to work cooperatively with fellow students and faculty"; 63% say the same about their "having a good attitude toward their teachers"; 55% that they have "learned how to dress and behave well"; 48% are positive about their "having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education"; and 43% give them positive marks on "having a good attitude in dealing with the pressure of meeting academic standards."

> Observation:
>
> Most heartening is the fact that majorities feel those recently accepted for higher education have a positive attitude towards their teachers and fellow students, that they have a real desire to learn more and to keep learning at higher levels, and that they are willing to endure the pressures of academic achievement. However, almost entirely missing, they feel, are the disciplines necessary to achieve these goals: dedication to learning, discipline in work habits, and learning how to solve complex problems. And, underneath it all, of course, is the lack of functional literacy and basic skills in reading, writing, math, understanding written and verbal instructions, and doing arithmetic functions. The educators have drawn a portrait of students on the margin, at best.

The Growth of Remedial and Training Programs

To meet these serious deficiencies, both employers and educators report using special programs to make up some of the gaps. For example, 66% of the educators report having increased remedial services over the past five years in "basic areas such as math, reading, and writing." For 36%, this has meant a "major change" in the way their institution has adapted to the changed caliber of their students. However, only 38% feel that these efforts have made up the gaps, with the vast majority admitting they still exist. Close to half (49%) report that their rates of retention of students are still declining, suggesting that they are waging a losing battle. By the same token, 42% also report that they have had to make their admissions standards "tougher" to meet the demands of the modern world for educated young people. Specifically, 49% have made major changes in the "orientation process for freshmen," 43% report major changes in "the guidance and counseling system," and 34% in the "student academic program for freshmen."

The bottom line among educators is a 63-30% majority who say categorically that the "high school education of their recently admitted students leaves them well short of being properly prepared." And, compared with 10 years ago, they say their current crop of students is "worse prepared."

Employers reflect similar concerns about recent graduates. Employers by 57-36% are acutely aware of the need to demand ever increasing levels of skill in order to have a labor force that can meet competition from abroad. A 65-31% majority of large employers are particularly cognizant of this rising need. Discouragingly, by 72-25%, employees also report that the skill level of high school graduates has not risen accordingly.

The levels of effort and of success in making up the gaps by employers is uniformly lower than that reported by educators. For example, only 28% of all employers report having "increased remedial and training services in basic areas such as math, reading, and writing," over the past five years. No more than 25% say they have made "major changes" in the way their organizations "have adapted to the changed caliber of recent graduates." And no more than 18% say that these efforts have begun to "make up the gap," after remedial and training services have been used. Thus, 46% of all employers say their rate of retention of their new hires has been diminishing. Indeed, 69% say the number of high school graduates they have to screen before finding those "who can meet our standards of employment" has risen. For every one acceptable applicant, they find they have to reject five others.

No more than 14% report having an "organized program of job training of which a major part is teaching basic skills, such as math, reading, and writing to raise the level of functional illiteracy," no more than 28% report "teaching specific technical skills that used to be taught in the school systems," and only 26% have programs for "counseling recent high school graduates individually so that they can adapt their specific work assignments to the levels of skills and education they have." At the same time, 53% report that the cost of upgrading their new labor hires who are recent high school graduates has increased over the past five years.

By 67-30%, a majority of employers report that they have not made major changes in the configuration of their work place to better accommodate the changing nature of the work force. Most simply do not feel such major changes are necessary. By contrast, however, 43% of the employers report having "established a relationship with a specific local school or schools where our operations are located and where our executives visit the schools and describe the needs we have for new hires and the type of workers we are looking for," and 49% report having "established contact with the less privileged parts of the local community in order to give young people some hope that they can one day improve their lot by going to work for mainstream organizations and companies."

> Observation:
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> Clearly the evaluation by employers and educators of student preparation is the most devastating part of this report. At the same time these findings also show the limited willingness of these groups to provide real support to make up for the short-falls of the education system. This is particularly true in the case of employers. What is also troubling is the limited success both groups feel they have had when they set up training and remediation efforts. This makes the point that there can be no substitute for basic change in the way schools teach and train students.

The Reality Gap: The Difference Between How Students and Their Parents See Schools and How Employers and Those Running Higher Education Do

One of the most striking results of this study is the significant gap between how students and their parents rate America's educational system and the ratings given by employees and educators. In all of the fifteen key areas probed, students are positive about their level of preparation. Parents are also positive — with only one exception: by a 52-48 percent margin parents are negative on how schools teach students "to solve complex problems" for the job market.

The average gap between the positive rating of education given by employers and that given by students and their parents is no less than 40 points among students and 35 points for parents. The picture in terms of higher education is the same, with students being 34 percent more positive than educators and parents an even greater 41 percent more positive.

The following charts vividly portray the extent of the gap:

ESTIMATES OF THE LEVEL OF PREPARATION OF RECENT HIGH SCHOOL STUDENTS FOR THE JOB MARKET

	Employers		Students Who Got Jobs		Parents of Chidren Who Got Jobs	
	Positive %	Negative %	Positive %	Negative %	Positive %	Negative %
Being able to work cooperatively with fellow employees	57	41	72	27	77	21
Having both the desire to learn more and the capacity to keep learning more on the job	46	50	69	29	63	37
Good attitude in dealing with those under them	42	45	73	27	71	27
Learning how to dress and behave well	39	58	68	30	68	29
Having a good attitude toward supervisors	39	58	69	30	68	25
Ability to read and understand written and verbal instructions	33	64	78	21	70	27
Having the capacity to concentrate on the work done over an extended period of time	30	66	73	27	65	35
Learning how to read well	30	67	78	22	67	30
Motivated to give all they have to the job they are doing	25	71	69	30	69	30
Being capable of doing arithmetic functions	25	72	71	28	66	33
Learning mathematics well	22	74	68	32	65	35
Having a real sense of dedication to work	20	78	73	27	67	33
Having real discipline in their work habits	19	78	70	30	54	43
Learning how to write well	12	84	66	34	56	42
Learning how to solve complex problems	10	86	57	43	48	52
Average	30	66	70	29	65	33

ESTIMATES OF THE LEVEL OF PREPARATION OF RECENT HIGH SCHOOL STUDENTS FOR HIGHER EDUCATION

	Educators		Students Who Went on to Further Education		Parents Whos Children Wer on to Furthe Education	
	Positive %	Negative %	Positive %	Negative %	Positive %	Negative %
Being able to work cooperatively with fellow students and faculty	66	31	79	21	87	13
Having a good attitude toward their teachers	63	35	76	24	81	18
Learning how to dress and behave well	55	42	70	28	85	14
Having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education	48	50	68	32	75	22
Having a good attitude in dealing with the pressure of meeting academic standards	43	56	66	33	74	25
The ability to read and understand written and verbal instructions	41	58	86	14	86	14
Learning how to read well	33	66	80	19	82	18
Being capable of doing arithmetic functions	32	65	74	26	77	23
Being motivated to give all they have to stretching their minds and learning new disciplines	29	70	62	38	73	27
Learning mathematics well	27	69	70	30	71	28
Having a real sense of dedication to learning	26	73	66	34	73	27
Having the capacity to concentrate on their studies over an extended period of time	25	74	59	40	70	27
Having real discipline in their work habits	21	77	60	39	68	29
Learning how to write well	18	80	71	29	77	23
Learning how to solve complex problems	15	83	63	37	71	26
Average	36	62	70	30	77	22

Observation:

The reality gap is striking and alarming. To put it most succinctly: the current crop of students and their parents are deluding themselves. This points up the real necessity of enlisting and informing America's parents about what employers and higher education institutions expect. It also means (and this is even more important) that students and their schools need to be made aware of what standards are demanded. Until this gap is closed, little progress can be made in ensuring that America has a truly educated workforce.

The Powerful Mandate for a National Commitment to Education

In addition to examining the interrelationship of employers, post-secondary educators, and students, the study also looked at the larger context of attitudes about public education, specifically the debate about standards. An overwhelming 82-14% majority of the American people, and an 81-16% majority of employers, are convinced the nation "needs common national standards of performance that all schools should be expected to live up to." Indeed, 80% of the public and 91% of all employers feel "this country should know how American students' performance compares to world class standards."

Majorities of 54% among the public, 66% among parents, and 73% among employers say that "clear standards of what students should know and be able to do upon their graduation today" do not exist. Even among those who say there are clear standards, 48% believe those standards are just "not high enough."

A 52-37% majority of the public and a higher 62-35% majority of employers believe that "employers do not now have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them." A 66-32% majority of employers claim they do have such information about college graduates. But this raises the real necessity of elevating the importance of high school records by students in the process of evaluating job applicants. No more than 24% of all employers say they pay "a great deal of attention" to the high school records of the average applicant. This fact undoubtedly conveys a sense that what they do academically in high school may be at best of limited importance.

The ultimate stake for both employers and the country as a whole is clearly spelled out by both the public and the employers themselves:

— A high 95% of the employers and 88% of the public is convinced that "in order for America to be really competitive economically in the world, this country needs to reach higher standards of educational attainment." By 80-18% among the public and by 83-16% among employers, sizable majorities deny that "America is now placing enough emphasis on learning." The bottom line: 88% of the public, 90% of the parents, 89% of all employers, 89% of business employers, and 88% of government employers all say it is "very important" for "the American workforce to improve its skills in order for this country to become economically competitive in the world." Majorities ranging from 64 to 78% of employers and 64 to 71% of the public feel that "this nation today does not invest enough" in pre-school education, kindergarten through grade 12, education beyond 12th grade, and training and adult education.

The following tables present a clear picture of the state of attitudes on a set of key problems:

ARE THERE CLEAR STANDARDS OF WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO UPON GRADUATION?

	Are Clear Standards %	Are Not %	Not Sure %
Total Public	37	54	6
Total Students	39	56	5
Took jobs upon leaving high school	44	49	7
Went on to higher education on leaving high school	31	65	4
Total Parents	28	66	6
Children took jobs on leaving high school	28	66	6
Children went on to higher education	25	68	7
Total Employers	20	73	7
Small Business	25	69	6
Medium business	20	75	5
Large business	13	83	4
Total Government Employers	24	63	13

DOES THE COUNTRY NEED COMMON NATIONAL STANDARDS OF PERFORMANCE ALL SCHOOLS SHOULD BE EXPECTED TO LIVE UP TO?

	Need Common Standards %	Don't Need %	Not Sure %
Total Public	82	14	4
Total Recent Students	80	17	3
Total Parents	87	13	*
Total Employers	81	16	3

TO REALLY BE COMPETITIVE IN THE WORLD, DOES THE U.S. NEED TO REACH HIGHER STANDARDS OF EDUCATIONAL ACHIEVEMENT?

	Need Higher Standards %	Don't Need %	Not Sure %
Total Public	88	10	2
Total Recent Students	87	12	1
Total Parents	90	8	2
Total Employers	95	4	1
Total Business Employers	96	3	1
Total Government Employers	92	8	-

DOES THE NATION TODAY INVEST ENOUGH IN EDUCATION?

	Percent Saying "Not Enough"			
	Total Public %	Recent Students %	Parents %	Employers %
Pre-School Education	61	69	56	73
K-12	71	81	77	78

Observation:

For all of the concern expressed about the quality of elementary and secondary education, there is strong commitment on the part of all groups surveyed for reform, for tougher standards, and for a higher level of investment. This is indeed an encouraging signal about the future of education in the United States.

What this study makes clear is that there is a profound concern on the part of those who depend on the products of America's elementary and secondary schools. Employers and those in higher education believe the quality of high school preparation is woefully inadequate. More than that, in many cases they have been forced to change the way they deal with new employees and new students to make up for the failings of the country's elementary and secondary education system.

That their concerns are not shared by recent students and their parents points to a reality gap that must be closed. Hope, however, comes from a broad consensus for higher standards and educational reform — a consensus that offers the possibility of a truly competitive United States, assuming the public's will and employers' and educators' needs are met.

METHODOLOGY

Overview

This is a study of attitudes among employers, educators, and the general public on the caliber of our nation's high school graduates and on the value of national standards in elementary and secondary education. In all, 2,446 individuals were interviewed for the study during the first three weeks of September, 1991. The interviews were conducted at the Harris firm's computer-assisted telephone interviewing facility in Rockefeller Center.

Sample of Employers

The sample of employers included 402 individuals, 301 of whom work in private industry. The remaining 101 work in national and Federal government. The business sample included equal numbers of individuals in small ($5 to $20 million in sales), medium-sized ($20 to $100 million) and large (over $100 million) companies. In the medium-sized and large businesses, equal numbers of line executives and human resource officers were interviewed. In the small firms, only line executives were interviewed. The samples were randomly drawn from Dun & Bradstreet's on-line listing of businesses. In government agencies, equal numbers of line executives and human resource officers were drawn from a Dun & Bradstreet listing of state and Federal agencies.

Sample of Educators

In all, 301 educators were interviewed. In order to permit separate analysis, equal numbers of trade and vocational schools, two-year colleges, small four-year colleges, and large four-year universities were chosen from Dun

& Bradstreet's listing of educational institutions. Equal numbers of admissions officers and faculty members were chosen for interview.

Sample of the Public

A total of 1,744 members of the public were interviewed. The most scrupulous sampling and fielding techniques were employed, including a randomized household member selection grid. Four cross sections were used, each stratified for region and size of place, each with 1,250 population sampling units (PSU's).

Using a sampling technique developed by Dr. Martin Frankel and Dr. Matthew Goldstein, the noted sampling experts of the City University of New York, simultaneous oversamples in two target groups were interviewed along with the public cross-section. The first group consisted of former students, four to eight years out of high school; the second group consisted of parents of such young people. Two hundred and fifty parents and 511 former students were interviewed. The incidence of parents was 17%; of the former students, 12%.

Field Procedures

Within each sample household, a single respondent is randomly selected for interviewing. This random selection stratifies households on the basis of household composition as follows:

If the household contains only males or only females in the eligible age range (single sex household), a single respondent is selected in a single stage of sampling.

If the household contains at least one male and one female in the eligible age range (dual sex household), the selection of a respondent involves two stages of sampling. In the first stage a random process is used which designates either Male (m) or Female (f). In stage two, a single respondent of that sex is randomly selected for interviewing.

The selection of a respondent among all eligible persons for single sex households and among all eligible persons of the randomly selected sex for dual sex households is accomplished as follows:

1. A determination is made of "n" the number of eligible persons in the household.
2. A random number RN is selected in the range from 1 to n.
3. The random number selects the RNth oldest eligible respondent.

For example, if the household contains 3 eligible respondents, i.e., 3 eligible persons in a single sex household or 3 eligible respondents of the randomly selected sex in a dual sex household) a random number between 1 and 3 is selected. If the random number is 1, then the oldest eligible person is selected for subsequent interviewing. If the random number is 2, then the second oldest person is selected for interviewing. If the random number is 3, then the youngest eligible person is selected for interviewing.

Control of the Sample

In order to maintain reliability and integrity in the sample, the telephone field staff follows these procedures when a respondent contact is attempted:

- A non-answering telephone is dialed three more times over a three-day period. At the end of this time, if no contact is made, a new telephone number is generated for that PSU.
- If a business telephone is reached or if contact is made with a household in which a potential respondent presents a language barrier, a new telephone number is generated for that PSU.

— Once a residential contact is established, the interviewer uses the respondent selection procedure to designate someone in the household for the interview.

Callback Strategy

In order to attain the highest possible response rates within reasonable cost constraints, callbacks are made according to the following guidelines:

No Answer/Not-at-Homes: An initial call and then three callbacks to reach an adult member of the household. Callbacks are made on different days and at different times of the day. After the fourth call, the household is replaced by another number in that PSU.

Respondent Selection: Up to four additional attempts to complete the interview with the designated member of the household after the selection procedure.

Refusals: One callback to try to convert any designated respondent who has refused or terminated an interview. If after the conversion attempt the designated respondent still declines the interview, another household is selected in that PSU.

Unavailable Respondents: An initial call and three callbacks to reach the designated member of the household. If after the fourth call the respondent is still not available for the interview, another household is selected in that PSU.

Busy Signals: An initial call, a follow-up fifteen minutes later, and three callbacks to reach a member of the household. Callbacks are made on different days and at different times of the day. If the telephone is still busy after the fourth call, a new number is selected in that PSU and the household is replaced.

Weighting

There was a multi-stage weighting process for the public data. First, the sample was corrected for the parent and former student oversampling by correcting for the nthing procedure that screened for these groups. As a result, the total results reflected the actual proportions of these subgroups in the population. Second, the sample was balanced for geography, sex, age, and race based on the Census Current Population Survey and National Planning Data's 1990 updates of Census figures.

The employer and educator data were not weighted.

Sampling Error

The results achieved from any sample survey are subject to sampling error. Sampling error is defined as the difference between the results obtained from the sample and those that would have been obtained had the entire population been surveyed. The size of sampling error varies both with the size of the sample and with the percentage giving a particular answer. The following table sets forth the range of error in samples of different sizes at different percentages of response:

Table A-1

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

COMPLETE TABLES

Table 1

CALIBER OF HIGH SCHOOL GRADUATES FIVE AND TEN YEARS AGO

Q 1a 1/2 - How would you rate the caliber of recent graduates of the nation's high schools today compared with those who graduated Five/Ten years ago in terms of being prepared to be productive and satisfactory employees for your company (organization) -- much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Compared to Five Years ago												
Better prepared	32	28	24	30	29	30	23	45	20	35	38	37
Worse prepared	45	48	50	44	50	43	57	38	52	45	39	45
The same	20	22	24	25	18	25	17	12	21	16	24	16
Not sure/Refused	3	2	3	1	3	2	3	6	6	4	-	2
Compared to Ten Years ago												
Better prepared	29	27	27	33	20	27	26	37	22	28	38	29
Worse prepared	56	59	54	55	67	58	60	48	58	61	50	52
The same	8	9	10	9	8	10	7	6	11	4	8	11
Not sure/Refused	7	6	9	3	5	5	7	10	9	7	4	8

Table 2

CHANGES IN THE REMEDIAL SERVICES FOR HIGH SCHOOL GRADUATES PROVIDED BY EMPLOYERS

Q 1b - As a result of changes in the preparedness of students coming out of secondary school these days, have you increased your remedial and training services in such basic areas such as math, reading, and writing compared with five years ago, or not?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Have increased remedial services	28	27	30	23	28	26	29	33	28	31	27	26
Not increased remedial services	63	65	67	73	55	67	62	58	59	64	66	66
Not sure/Refused	8	8	3	4	17	7	9	9	12	5	7	8

Table 3

HAVE REMEDIAL PROGRAMS MADE UP THE GAP?

Q 1d. Do your company's (organization's) remedial programs make up the gaps that exist in this current generation in terms of their preparedness to learn, or does a gap still exist, even after remedial services have been used?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Make up the gap	18	16	19	11	18	19	9	24	16	18	21	16
Gap still exists	45	44	42	47	43	42	48	49	43	42	44	55
Not sure/Refused	37	40	40	42	39	39	43	28	41	40	35	29

Table 4

CHANGES IN THE RETENTION RATE OF NEW EMPLOYEES

Q 1e - Do you feel that the rate at which you are able to retain new employees out of high school has declined sharply due to their lack of proper preparation, has declined moderately, or not declined at all?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Rate of retention has declined	46	49	53	50	44	49	49	37	44	44	47	52
Not declined	49	48	41	48	55	48	48	53	52	49	48	47
Not sure/Refused	5	3	6	2	1	3	3	10	4	7	6	2

Table 5

TREND IN SCREENING APPLICANTS TO FIND QUALIFIED EMPLOYEES

Q 11 - Have you found over the past 10 years that the number of high school graduates you have to screen before finding those who can meet your standards of employment has risen sharply, moderately, or hardly at all?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Number screened has risen	68	71	69	72	72	70	74	60	70	65	72	65
Not risen	26	26	25	25	27	26	25	29	26	29	23	29
Not sure/Refused	5	3	6	3	1	4	1	11	4	6	5	6

Q.1g

Table 6

MEAN NUMBER OF APPLICANTS TURNED DOWN BEFORE HIRING A NEW EMPLOYEE

	Mean
Total Employers	6.3
Total Business	6.5
Small	6.1
Medium	6.5
Large	6.3
Line/Operations	6.0
Human Resources	7.3
Total Government	5.9
East	6.9
Midwest	6.3
South	6.1
West	5.9

Q.1h

Table 7

WHAT EMPLOYERS PAY ATTENTION TO IN HIRING HIGH SCHOOL GRADUATES

	A Great Deal of Attention %	Moderate Attention %	Slight Attention %	Not Sure %
Interviews with prospective applicant	81	13	4	2
High school records of applicant	24	36	36	4

Table 8

NEED FOR SKILL LEVELS TO RISE TO MEET COMPETITION FROM ABROAD

Q 1i As a result of the need to meet competition from abroad, do you feel that the skill levels you require from new hires have risen sharply, risen moderately, or have not risen at all, compared to 5 years ago?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPL-OYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base:	402	301	101	100	100	201	100	101	113	118	109	62
Risen	57	57	54	52	66	60	52	57	49	63	66	48
Not risen	36	38	38	44	31	34	45	33	42	31	33	42
Not sure/Refused	6	5	8	4	3	6	3	10	10	6	1	10

Table 9

HAVE SKILL LEVELS OF LABOR POOL RISEN TO MEET NEW NEEDS?

Q 1j - Do you feel over the past five years, the skill level of the labor pool available to you from the high schools has risen sharply, moderately, not much at all, or has deteriorated?

	EMPLOYERS											
		BUSINESSES										
			SIZE			TYPE OF EXEC			REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MID-WEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Skill levels risen	25	23	27	21	20	25	17	34	18	27	30	27
Not risen or deteriorated	72	75	71	79	76	72	82	63	81	71	67	69
Not sure/Refused	2	2	2	-	4	2	1	3	2	2	3	3

Table 10

SPECIFIC TRAINING PROGRAMS TO CLOSE GAPS

Q 1k Do you have an organized program of job training of which a major part is (READ EACH ITEM) or don't you have such a program?

	HAVE SUCH A PROGRAM	DO NOT	NOT SURE
	%	%	%
Teaching specific technical skills that used to be taught in the school systems	28	70	2
Counseling recent high school graduates individually so they can adapt their specific work assignments to the levels of skills and education they have	26	72	2
Teaching basic skills such as math, reading, and writing to raise the level of functional literacy	14	85	1

Table 11

TREND OF COST TO UPGRADE NEW LABOR HIRES

Q 11 - Has the COST of upgrading your new labor hires who are recent high school graduates increased sharply over the past five years, moderately, or not much at all?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Increased	53	54	52	56	55	54	55	49	53	51	57	50
Not much at all	43	43	42	44	43	42	44	42	42	44	37	50
Not sure/Refused	4	3	6	-	2	3	1	10	4	5	6	-

Table 12

VISITS BY CORPORATE EXECUTIVES TO LOCAL SCHOOLS

Q 1m 1 - Do you have any programs where your company (organization) has Established a relationship with a specific local school or schools where your operations are located, where your executives visit the schools and describe the needs you have for new hires and the type of workers you are looking for, or not?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPL-OYERS	TOTAL BUSI NESS	SM-ALL	MED IUM	LA-RGE	LINE/ OPERA TIONS	HUMAN RE-SOUR-CES	GOV-ERN-MENT	EAST	MID-WEST	SO-UTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Have	43	42	31	40	55	39	47	46	37	44	49	40
Don't have	55	57	69	58	44	60	52	50	62	53	49	58
Not sure/Refused	2	1	-	2	1	1	1	5	1	3	3	2

Table 13

EMPLOYER PROGRAMS TO CONTACT LESS PRIVILEGED PARTS OF COMMUNITY

Q 1m 2 Do you have any programs where your company (organization) has Established contact with the less privileged parts of the local community in order to give young people some hope that they can one day improve their lot by going to work for mainstream companies and organizations, or not?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Have	49	44	35	42	54	44	42	64	48	42	52	56
Don't have	50	55	64	57	44	54	57	34	50	56	47	42
Not sure/Refused	1	1	1	1	2	1	1	2	2	2	1	2

Table 14

HAVE YOU MADE MAJOR CHANGES IN CONFIGURATION OF WORK PLACE OR DO YOU FIND MAJOR CHANGES UNNECESSARY?

Q 1o - Have you made major changes in the configuration of your work place in order to better accommodate the changing nature of the work force you are attracting, or do you find that such major changes are not necessary?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
Have made major changes	30	27	30	29	21	28	24	39	27	30	31	31
Such changes not necessary	67	71	70	66	77	71	71	54	69	64	66	69
Not sure/Refused	3	2	-	5	2	1	5	7	4	6	3	-

Table 15

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q 2 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas On (READ LIST), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	POSITIVE	NEGATIVE	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Being able to work cooperatively with fellow employees	57	41	4	53	36	4	2
Having both the desire to learn more and the capacity to keep learning more on the job	46	50	5	41	41	10	4
Having a good attitude in dealing with those under them	42	45	2	40	41	3	13
Learning how to dress and to behave well	39	58	2	37	43	15	3
Having a good attitude toward supervisors	39	58	2	37	46	12	3
Their ability to read and understand written and verbal instructions	33	64	2	31	54	10	3
Having the capacity to concentrate on the work done over an extended period of time	30	66	1	29	53	13	3
Learning how to read well	30	67	1	29	53	14	3
Being motivated to give all they have to the job they are doing	25	71	2	23	49	23	3
Being capable of doing arithmetic functions	25	72	1	24	52	20	3
Learning mathematics well	22	74	1	21	52	22	4
Having a real sense of dedication to work	20	78	1	18	51	27	2
Having real discipline in their work habits	19	78	1	18	45	33	2

Table 15

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q 2 - Now, I want you to rate how well prepared high school graduates
you are getting as job applicants these days are in some key areas
On (READ LIST), do you feel their high school preparation is excellent,
pretty good, only fair, or poor?

	POSITIVE	NEGATIVE	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Learning how to write well	12	84	1	11	47	37	4
Learning how to solve complex problems	10	86	*	10	47	39	4

Table 16

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WORK WITH FELLOW EMPLOYEES

Q 2 8 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On — Being able to work cooperatively with fellow employees, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE			HUMAN			REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	57	56	59	56	53	57	55	59	65	53	57	50
-----Negative	41	43	40	41	47	41	45	35	33	45	41	45
Not sure/Refused	4	4	4	3	5	3	6	3	3	5	5	2

Table 17

RECENT HIGH SCHOOL STUDENTS' CAPACITY TO LEARN ON THE JOB

Q 2 13 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas On Having both the desire to learn more and the capacity to keep learning more on the job, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPL-OYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
-----Positive	46	47	47	47	47	48	44	42	42	46	51	42
-----Negative	50	50	52	48	50	49	53	51	51	52	48	52
Not sure/Refused	5	5	7	5	4	5	5	4	4	3	8	3

Table 18

RECENT HIGH SCHOOL STUDENTS' ATTITUDE IN DEALING WITH PEOPLE UNDER THEM

Q 2 11 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Having a good attitude in dealing with those under them, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base:	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	42	41	41	39	42	38	45	47	50	38	39	42
----Negative	45	47	44	45	51	46	47	39	42	47	48	40
Not sure/Refused	2	2	2	1	3	2	2	4	4	1	3	2

Table 19

RECENT HIGH SCHOOL STUDENTS' DRESS AND BEHAVIOR

Q 2 9 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to dress and to behave well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
---- Positive	39	38	37	40	36	37	38	45	48	36	40	27
---- Negative	58	60	60	58	63	60	61	50	50	61	57	66
Not sure/Refused	2	2	1	6	-	1	4	2	4	2	3	-

Table 20

RECENT HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS SUPERVISORS

Q 2 10 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas On ... Having a good attitude toward supervisors, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	39	36	36	36	37	36	36	46	45	36	35	39
·····Negative	58	62	63	62	62	62	63	47	52	62	63	55
Not sure/Refused	2	2	1	2	2	1	3	2	2	1	2	3

Table 21

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ AND UNDERSTAND INSTRUCTIONS

Q 2 1 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Their ability to read and understand written and verbal instructions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base:	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	33	31	28	30	35	32	28	39	31	34	32	35
----Negative	64	67	69	68	65	65	72	54	65	64	65	60
Not sure/Refused	2	2	3	1	1	2	-	2	3	2	2	-

Table 22

RECENT HIGH SCHOOL STUDENTS' CAPACITY TO CONCENTRATE OVER AN EXTENDED PERIOD OF TIME

Q 2 12 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas On Having the capacity to concentrate on the work done over an extended period of time, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MID WEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base:	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	30	29	34	29	24	29	29	35	32	35	27	26
-----Negative	66	68	63	69	73	68	70	59	65	62	72	68
Not sure/Refused	1	1	2	-	-	1	-	2	2	-	1	2

Table 23

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ WELL

Q 2 5 · Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to read well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPL-OYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MID-WEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base:	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	30	28	31	27	26	27	29	37	27	34	28	34
----Negative	67	70	68	71	72	71	70	57	71	63	72	61
Not sure/Refused	1	2	4	1	-	2	-	-	2	1	2	-

Table 24

RECENT HIGH SCHOOL STUDENTS' MOTIVATION TO GIVE ALL THEY HAVE TO THE JOB

Q 2 14 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Being motivated to give all they have to the job they are doing, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
			SIZE			TYPE OF EXEC			REGION			
	EMPL-OYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RE-SOURCES	GOV-ERNMENT	EAST	MID-WEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
-----Positive	25	26	29	26	24	25	29	23	29	22	27	23
-----Negative	71	72	71	70	74	73	69	70	65	75	72	73
Not sure/Refused	2	2	3	-	2	2	1	4	2	2	4	2

Table 25

RECENT HIGH SCHOOL STUDENTS' ABILITY TO DO ARITHMETIC FUNCTIONS

Q 2 2 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On ... Being capable of doing arithmetic functions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MID WEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base:	402	301	101	100	100	201	100	101	113	118	109	62
.....Positive	25	23	28	17	25	26	18	30	24	25	25	27
.....Negative	72	75	71	81	73	73	80	62	73	73	72	68
Not sure/Refused	1	1	3	-	-	1	-	-	1	1 -	1	-

Table 26

DID HIGH SCHOOL STUDENTS' LEARN MATHEMATICS SKILLS WELL?

Q 2 6 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning mathematics well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	22	21	20	20	22	23	15	26	27	24	16	21
----Negative	74	77	78	78	75	74	83	64	69	73	81	73
Not sure/Refused	1	1	3	1		2	-	-	1	2	1	-

Table 27

RECENT HIGH SCHOOL STUDENTS' SENSE OF DEDICATION TO WORK

Q 2 15 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas On Having a real sense of dedication to work, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPL-OYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	LINE/ OPERATIONS	HUMAN RESOURCES	GOVERNMENT	EAST	MIDWEST	SOUTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
—Positive	20	22	22	20	23	21	22	14	20	20	22	13
—Negative	78	77	78	78	75	77	78	80	77	78	76	82
Not sure/Refused	1	1	3	1	-	1	1	2	1	1	3	2

Table 28

RECENT HIGH SCHOOL STUDENTS' SENSE OF DISCIPLINE IN WORK HABITS

Q 2 3 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas On Having real discipline in their work habits, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EMPLOYERS											
		BUSINESSES										
			SIZE			TYPE OF EXEC			REGION			
	EMPL-OYERS	TOTAL BUSINESS	SM-ALL	MED-IUM	LA-RGE	LINE/ OPERATIONS	HUMAN RE-SOURCES	GOV-ERN-MENT	EAST	MID-WEST	SO-UTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
-----Positive	19	18	17	19	17	16	20	25	19	23	19	13
-----Negative	78	81	82	79	82	82	79	69	77	75	80	82
Not sure/Refused	1	2	3	2	1	1	3	-	1	2	2	2

Table 29

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WRITE WELL

Q.2.4 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to write well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS										
		BUSINESSES										
						TYPE OF EXEC						
			SIZE						REGION			
	EMPL-OYERS	TOTAL BUSINESS	SMALL	MED-IUM	LA-RGE	LINE/ OPERATIONS	HUMAN RE-SOURCES	GOV-ERN-MENT	EAST	MID-WEST	SO-UTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
----Positive	12	10	14	8	9	12	7	18	14	14	9	10
----Negative	84	86	82	88	89	85	90	76	81	81	89	84
Not sure/Refused	1	1	3	-	-	1	-	-	1	1	1	-

Table 30

RECENT HIGH SCHOOL STUDENTS' ABILITY TO SOLVE COMPLEX PROBLEMS

Q 2-7 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to solve complex problems, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EMPLOYERS											
		BUSINESSES										
						TYPE OF EXEC						
			SIZE				HUMAN		REGION			
	EMPL-OYERS	TOTAL BUSI NESS	SM-ALL	MED-IUM	LA-RGE	LINE/ OPERA TIONS	RE-SOUR-CES	GOV-ERN-MENT	EAST	MID-WEST	SO-UTH	WEST
	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62
-----Positive	10	9	13	8	6	9	8	14	12	11	7	11
-----Negative	86	88	84	90	90	87	90	78	84	86	88	82
Not sure/Refused	*	1	2	-	-	1	-	-	1	-	1	-

Table 31

CALIBER OF HIGH SCHOOL GRADUATES FIVE AND TEN YEARS AGO

Q 1a 1/2 - How would you rate the caliber of recent graduates of the nation's high schools today compared with those Five/Ten years ago in terms of being prepared to be educated at the college (vocational school) level -- much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Compared to Five Years Ago											
Better prepared	36	31	41	23	30	47	37	24	45	33	40
Worse prepared	43	48	39	46	56	35	44	55	45	43	31
The same	19	21	18	27	15	16	19	20	9	21	27
Not sure/Refused	2	1	3	4	-	2	-	1	-	3	3
Compared to Ten Years Ago											
Better prepared	34	31	37	24	37	42	31	31	37	31	39
Worse prepared	52	58	46	56	57	44	55	52	57	53	45
The same	7	9	6	6	4	8	10	8	4	5	12
Not sure/Refused	6	2	11	13	2	5	5	9	1	11	4

Table 32

CHANGES IN THE REMEDIAL SERVICES FOR HIGH SCHOOL GRADUATES PROVIDED BY EDUCATIONAL INSTITUTIONS

Q 1b - As a result of the changes in the preparedness of students coming out of secondary school these days, have you increased your remedial services in such basic areas as math, reading, and writing compared with five years ago, or not?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Have increased remedial services	66	73	59	64	67	65	69	64	83	59	59
Not increased remedial services	28	22	35	31	26	30	24	27	17	32	37
Not sure/Refused	6	5	6	5	7	5	6	9	-	9	4

Table 32A

EFFECTIVENESS OF REMEDIAL PROGRAMS

Q 14 Do the remedial programs you have at your institution make up the gaps that now exist in this current generation in terms of preparedness to learn, or is there still quite a gap that exists, even after remedial services have been used?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Make up the gap	38	37	39	35	41	43	32	29	52	36	36
Still a big gap remains	45	50	40	46	43	42	50	47	44	40	49
Not sure/Refused	17	13	21	19	17	14	18	24	4	24	15

Table 32B

CHANGES IN THE RETENTION RATE OF NEW STUDENTS/EMPLOYEES

Q 1e Do you feel that, due to the lack of proper preparation of the students coming in, the rate at which you are able to retain the new students who are admitted today has declined sharply, has declined moderately, or not declined at all?

		EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL				
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Rate of retention has declined sharply	6	8	5	1	13	6	8	8	4	7	7
Has declined moderately	43	43	43	29	46	50	47	45	56	36	36
Not declined at all	46	45	47	59	37	42	45	44	39	52	49
Not sure/Refused	4	4	5	10	4	3	-	3	1	5	8

Table 33

ATTENTION PAID TO INFORMATION ABOUT APPLICANTS

Q 11 - In assessing the caliber of recent high school graduates you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to (READ EACH ITEM)?

	A GREAT DEAL OF ATTENTION	MODERATE ATTENTION	SLIGHT ATTENTION	NOT SURE
	%	%	%	%
The school records of the applicant	50	25	19	6
Interviews with the prospective student	33	28	27	12
Essays written by the applicant	24	21	32	24
SAT scores	23	29	25	23

Table 34

IMPORTANCE OF SCHOOL RECORDS

Q II 1 - In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to The school records of the applicant?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
A great deal of attention	50	43	57	50	54	45	53	16	36	64	83
Moderate attention	25	33	17	24	22	29	23	36	32	23	11
Slight attention	19	19	20	21	19	18	21	45	21	9	1
Not sure/Refused	6	5	6	5	6	8	3	3	11	4	5

Table 35

IMPORTANCE OF INTERVIEWS

Q 112 - In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to ... Interviews with the prospective student?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
A great deal of attention	33	33	34	26	28	37	42	61	35	27	11
Moderate attention	28	29	27	31	24	31	21	19	28	31	33
Slight attention	27	28	27	35	30	21	27	12	25	29	43
Not sure/Refused	12	11	13	9	19	11	10	8	12	13	13

Table 36

IMPORTANCE OF ESSAYS

Q 11 3 In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to Essays written by the applicant?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2 YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
A great deal of attention	24	23	25	24	31	21	23	15	28	29	24
Moderate attention	21	19	22	29	13	21	16	12	12	31	28
Slight attention	32	33	30	35	28	28	37	37	33	24	32
Not sure/Refused	24	24	23	12	28	30	24	36	27	16	16

Table 37

IMPORTANCE OF SAT SCORES

Q II 4 - In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to SAT scores?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
A great deal of attention	23	26	20	26	17	25	23	1	19	32	40
Moderate attention	29	21	37	29	37	24	31	17	15	41	43
Slight attention	25	29	21	31	24	21	27	43	36	11	12
Not sure/Refused	23	24	21	14	22	31	19	39	31	16	5

Table 38

HAVE ADMISSION STANDARDS BEEN MADE TOUGHER?

Q 1g Business executives report that they have made the criteria for hiring college graduates much tougher in recent years in order to meet global competitive standards. Have you done the same and made your own admissions standards tougher in recent years, or have you made them less tough, or haven't they changed much compared with 10 years ago?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4 YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Made admissions standards tougher	42	39	44	41	31	47	42	31	23	51	63
Made them less tough	4	3	5	6	-	3	6	8	1	1	5
Not changed much	52	57	47	50	65	49	48	60	75	45	28
Not sure/Refused	2	1	3	3	4	1	3	1	1	3	4

Table 39

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS

Q 1h - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of (READ EACH ITEM), or don't you have such a program?

	HAVE SUCH A PROGRAM	DO NOT	NOT SURE
	%	%	%
Improving basic skills in math, science, reading, and writing	51	47	3
Their curriculum	45	52	3
College preparation	45	51	4
Helping them Institue school-based reform	22	73	6

Table 40

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH BASIC SKILLS

Q 1h 4 - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of ... Improving basic skills in math, science, reading, and writing, or don't you have such a program?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2 YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Have such a program	51	52	49	53	61	44	50	48	53	45	56
Do not	47	44	49	46	35	51	50	51	47	49	40
Not sure/Refused	3	4	1	1	4	5	-	1	-	5	4

Table 41

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH COLLEGE PREPARATION

Q 1h 2 - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of College preparation, or don't you have such a program?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Have such a program	45	45	45	51	41	41	48	23	57	41	59
Do not	51	49	52	45	57	52	50	76	43	52	32
Not sure/Refused	4	6	3	4	2	8	2	1	-	7	9

Table 42

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH CURRICULA

Q 1h 1 - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of ... Their curriculum, or don't you have such a program?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Have such a program	45	49	42	53	48	36	50	25	44	51	61
Do not	52	48	56	46	50	58	50	73	56	44	35
Not sure/Refused	3	3	2	1	2	6	-	1	-	5	4

Table 43

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH SCHOOL REFORMS

Q 1h 3 - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of ... Helping them institute school based reform, or don't you have such a program?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Have such a program	22	25	18	21	17	19	32	12	19	25	31
Do not	73	68	77	71	80	74	68	83	81	67	60
Not sure/Refused	6	7	5	9	4	8	-	5	-	8	9

Table 44

PROGRAM CHANGES TO ADAPT TO THE CHANGING CALIBER OF INCOME STUDENTS

Q 11 - In order to meet the changing caliber of incoming students, have you made major overhauls in (READ EACH ITEM), minor changes, or hardly any changes at all?

	MAJOR CHANGES	MINOR CHANGES	HARDLY ANY	NOT SURE
	%	%	%	%
The orientation process for freshman	49	28	20	3
The guidance and counseling system	43	35	18	3
The student academic program for freshman	34	38	23	5

Table 45

CHANGES IN FRESHMAN ORIENTATION

Q 11 1 - In order to meet the changing caliber of incoming students, have you made major overhauls in The orientation process for freshmen, minor changes, or hardly any changes at all?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Major change	49	53	45	50	52	49	45	39	57	59	41
Minor change	28	28	29	27	31	30	24	20	28	31	35
Hardly any	20	17	23	21	15	18	27	37	13	11	19
Not sure/Refused	3	1	4	3	2	3	3	4	1	-	5

Table 46

CHANGES IN COLLEGE GUIDANCE AND COUNSELING

Q 112 · In order to meet the changing caliber of incoming students, have you made major overhauls in The guidance and counseling system, minor changes, or hardly any changes at all?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Major change	43	45	41	42	46	49	32	35	57	48	33
Minor change	35	36	35	35	35	30	45	28	31	43	40
Hardly any	18	15	21	18	17	18	19	32	12	8	20
Not sure/Refused	3	4	3	5	2	3	3	5	-	1	7

Table 47

CHANGES IN FRESHMAN ACADEMIC PROGRAMS

Q 1i 3 - In order to meet the changing caliber of incoming students, have you made major overhauls in The student academic program for freshmen, minor changes, or hardly any changes at all?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
Major change	34	35	33	32	41	32	32	27	35	39	35
Minor change	38	41	35	40	35	41	34	32	45	41	33
Hardly any	23	19	27	21	19	24	29	31	19	19	24
Not sure/Refused	5	5	5	8	6	4	5	11	1	1	8

Table 48

WILL HIGHER EDUCATION HAVE TO LOWER ACADEMIC STANDARDS TO ACCOMODATE LOWER ATTAINMENT LEVELS?

Q 1k - Do you anticipate that there will be a change in the nature and make-up of the institutions of higher education in the years ahead, under which a number of colleges and other types of schools will lower their academic achievement standards to accommodate the lower levels of attainment of today's high school graduates, or don't you see this happening?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUC-ATORS	FAC-ULTY	ADMIS SIONS OFFI CERS	EAST	MID WEST	SO-UTH	WEST	TRA DE & VOCA TIO NAL	2-YEAR COLL EGES	SM-ALL 4-YEAR COLL EGES	LARGE 4-YEAR UNIV-ERSI-TIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
See it happening	35	35	36	44	31	36	27	37	33	35	36
Don't see it happening	61	61	61	53	63	60	71	55	65	63	61
Not sure/Refused	4	5	3	4	6	4	2	8	1	3	3

Table 49

EDUCATORS' OVERALL ASSESSMENT OF PREPARATION OF HIGH SCHOOL STUDENTS

Q 2a - Now, do you feel that the secondary schools from which you get your new students properly prepare these students for further education after high school, or do you feel that their high school education leaves them well short of being properly prepared?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
They are properly prepared	30	25	35	36	26	28	27	13	25	36	44
Their education falls well short	63	67	58	56	67	63	66	77	68	57	48
Not sure/Refused	8	8	7	8	7	8	6	9	7	7	8

Table 50

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES FOR HIGHER EDUCATION?

Q 2b - Now, I want you to rate the preparation of high school graduates from which you select your new students in each of these key areas. On (READ LIST), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

---------- EDUCATORS ----------

	POSITIVE	NEGATIVE	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Being able to work cooperatively with fellow employees	66	31	8	59	26	5	3
Having a good attitude toward supervisors	63	35	10	53	31	4	2
Learning how to dress and to behave well	55	42	7	48	34	8	3
Having both the desire to learn more and the capacity to keep learning more on the job	48	50	5	43	40	9	2
Having a good attitude in dealing with those under them	43	56	3	40	44	12	1
Their ability to read and understand written and verbal instructions	41	58	3	38	48	10	1
Learning how to read well	33	66	2	30	50	16	1
Being capable of doing arithmetic functions	32	65	6	27	46	19	3
Being motivated to give all they have to the job they are doing	29	70	1	28	53	17	1
Learning mathematics well	27	69	4	23	41	28	4
Having a real sense of dedication to work	26	73	2	24	56	17	1
Having the capacity to concentrate on the work done over an extended period of time	25	74	1	23	56	18	2

Table 50

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES FOR HIGHER EDUCATION?

Q 2b Now, I want you to rate the preparation of high school graduates
from which you select your new students in each of these key areas
On (READ LIST), do you feel their high school preparation is excellent,
pretty good, only fair, or poor?
.... EDUCATORS ....

	POSITIVE	NEGATIVE	EXCELLENT	GOOD	FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Having real discipline in their work habits	21	77	2	19	44	33	2
Learning how to write well	18	80	1	16	50	30	2
Learning how to solve complex problems	15	83	1	14	43	41	2

Table 51

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WORK WITH FELLOW STUDENTS

Q 2b 8 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Being able to work cooperatively with fellow students and faculty, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
----Positive	66	67	65	72	63	67	61	49	65	73	77
----Negative	31	31	31	23	35	31	37	47	35	25	17
Not sure/Refused	8	5	10	8	4	10	6	3	5	5	17

Table 52

RECENT HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS TEACHERS

Q 2b 10 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having a good attitude toward their teachers, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
···· Positive	63	65	61	67	59	66	56	47	61	71	73
····Negative	35	35	36	29	41	33	42	51	39	28	24
Not sure/Refused	10	9	12	14	7	9	10	7	7	12	16

Table 53

RECENT HIGH SCHOOL STUDENTS' DRESS AND BEHAVIOR

Q 2b 9 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Learning how to dress and to behave well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
-----Positive	55	58	53	63	56	57	44	32	55	63	72
-----Negative	42	41	43	33	43	42	52	64	44	36	24
Not sure/Refused	7	5	9	9	6	6	8	3	3	7	16

Table 54

RECENT HIGH SCHOOL STUDENTS' CAPACITY TO LEARN

Q 2b 13 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
----Positive	48	46	50	47	46	43	58	47	43	55	48
----Negative	50	52	47	49	54	55	39	51	56	43	49
Not sure/Refused	5	3	7	8	6	3	6	1	4	5	11

Table 55

RECENT HIGH SCHOOL STUDENTS' ABILITY TO HANDLE ACADEMIC PRESSURE

Q 2b 11 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having a good attitude in dealing with the pressure of meeting academic standards, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
.....Positive	43	37	49	49	35	46	39	27	40	45	61
.....Negative	56	63	49	50	65	53	60	71	60	55	37
Not sure/Refused	3	1	5	4	2	3	5	1	1	5	5

Table 56

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ AND UNDERSTAND INSTRUCTIONS

Q 2b 1 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Their ability to read and understand written and verbal instructions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
----Positive	41	37	44	45	39	38	42	32	35	44	52
----Negative	58	63	54	53	61	62	56	68	65	55	45
Not sure/Refused	3	2	4	3	6	1	5	1	1	4	5

Table 57

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ WELL

Q 2b 5 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Learning how to read well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4 YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
·····**Positive**	33	28	37	29	33	34	34	28	25	35	43
·····**Negative**	66	72	61	68	67	65	66	71	75	65	55
Not sure/Refused	2	-	5	4	2	1	3	-	1	3	5

Table 58

RECENT HIGH SCHOOL STUDENTS' ABILITY TO DO ARITHMETIC FUNCTIONS

Q 2b 2 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Being capable of doing arithmetic functions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2 YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
·····**Positive**	32	28	37	42	30	27	31	27	21	40	41
·····**Negative**	65	69	61	53	69	70	68	71	79	57	52
Not sure/Refused	6	3	8	6	2	6	8	3	1	8	11

Table 59

RECENT HIGH SCHOOL STUDENTS' MOTIVATION TO GIVE ALL THEY HAVE

Q 2b 14 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Being motivated to give all they have to stretching their minds and learning new disciplines, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
·····Positive	29	25	32	28	20	32	31	27	19	31	39
·····Negative	70	74	66	71	80	67	66	72	79	69	60
Not sure/Refused	1	-	2	4	-	-	-	-	-	1	3

Table 60

RECENT HIGH SCHOOL STUDENTS' SENSE OF DEDICATION TO LEARNING

Q 2b 15 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having a real sense of dedication to learning, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
.....Positive	26	22	29	21	30	25	29	28	16	25	33
.....Negative	73	77	69	77	70	74	69	71	83	73	65
Not sure/Refused	2	-	3	4	2	1	-	-	-	1	5

Table 61

RECENT HIGH SCHOOL STUDENTS' CAPACITY TO CONCENTRATE OVER AN EXTENDED PERIOD OF TIME

Q 2b 12 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having the capacity to concentrate on their studies over an extended period of time, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MIDWEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
-----**Positive**	25	21	29	24	30	22	26	24	19	25	31
-----**Negative**	74	78	69	72	70	76	74	75	79	75	67
Not sure/Refused	1	-	3	5	-	-	-		-	4	1

Table 62

DID HIGH SCHOOL STUDENTS' LEARN MATHEMATICS SKILLS WELL?

Q 2b 6 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas On Learning mathematics well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUC-ATORS	FAC-ULTY	ADMIS SIONS OFFI CERS	EAST	MID WEST	SO UTH	WEST	TRA-DE & VOCA TIO-NAL	2-YEAR COLL EGES	SM-ALL 4-YEAR COLL EGES	LARGE 4-YEAR UNIV-ERSI-TIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
-----Positive	27	23	31	35	22	28	19	20	16	39	33
-----Negative	69	71	67	58	76	69	76	76	83	59	57
Not sure/Refused	4	1	7	4	-	4	6	-	1	7	7

Table 63

RECENT HIGH SCHOOL STUDENTS' SENSE OF DISCIPLINE

Q 2h 3 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having real discipline in their work habits, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MID WEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
.....**Positive**	21	17	26	26	28	15	21	19	13	16	37
.....**Negative**	77	83	71	69	72	84	79	80	85	84	59
Not sure/Refused	2	-	5	4	-	-	6	-	-	4	5

Table 64

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WRITE WELL

Q 2b 4 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Learning how to write well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS									
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MID WEST	SOUTH	WEST	TRADE & VOCATIONAL	2 YEAR COLLEGES	SMALL 4 YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
-----Positive	18	13	22	17	19	19	16	9	15	16	31
-----Negative	80	86	75	78	80	80	84	85	85	84	67
Not sure/Refused	1	-	3	3	-	1	2	-	1	3	1

Table 65

RECENT HIGH SCHOOL STUDENTS' ABILITY TO SOLVE COMPLEX PROBLEMS

Q 2b 7 Now I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On learning how to solve complex problems, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS										
		TYPE OF INTERVIEW		REGION				TYPE OF SCHOOL			
	TOTAL EDUCATORS	FACULTY	ADMISSIONS OFFICERS	EAST	MID WEST	SOUTH	WEST	TRADE & VOCATIONAL	2 YEAR COLLEGES	SMALL 4-YEAR COLLEGES	LARGE 4-YEAR UNIVERSITIES
	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75
— Positive	15	11	19	19	9	11	21	8	9	19	24
— Negative	83	88	79	77	91	88	77	89	91	80	73
Not sure/Refused	1		2	1		1	2			1	3

Q.1A, 1k

Table 65A

WHERE HIGH SCHOOL STUDENTS GO AFTER HIGH SCHOOL

	Immediately After High School %	4-8 Years Later %
Got a job or sought a job	47	63
Went on to further education	53	37

Table 66

HOW RECENT STUDENTS RATE EMPLOYERS ON UNDERSTANDING WHAT THEY CAN DO

Q.1C - In the job you now have or in the last job you held, how would you rate the way your employer has tried to understand what you are qualified to do and has tried to provide you with a place to work where you feel you are learning and can do your best work --- excellent, pretty good, only fair, or poor?
Base: "Got job" in 1a

	TOTAL RECENT STUDENTS
	%
Excellent	27
Pretty good	42
Only fair	22
Poor	8
---Positive	69
---Negatvie	29
Not sure/Refused	1
Unweighted Base	199

Table 67

EXTENT TO WHICH RECENT STUDENTS FEEL THEIR FULL CAPABILITIES ARE USED ON JOB

Q.1D - All in all, do you feel that your full capabilities are being used in the job you now have or the last job you held, or do you feel you could do much more productive work if your employer only gave you a chance?
Base: "Got job" in 1a

	TOTAL RECENT STUDENTS
	%
Full capabilities being used	36
Could do much more productive work	61
Not sure/Refused	4
Unweighted Base	199

Table 68

EXTENT TO WHICH RECENT STUDENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEM FOR JOB MARKET

Q.1E - Now, do you feel that your high school education properly prepared you for the job market you entered after high school, or did your high school education leave you with a feeling that you should have been better prepared?
Base: "Got job" in 1a

	TOTAL RECENT STUDENTS
	%
High school properly prepared	43
Should have been better prepared	54
Not sure/Refused	3
Unweighted Base	199

Table 69

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q.1F - Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?

Base: RECENT STUDENTS who got job after high school

	POSITIVE	NEGATIVE	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Your ability to read and understand written and verbal instructions	78	21	29	50	16	5	1
Learning how to read well	78	22	34	44	18	4	-
Having a real sense of dedication to work	73	27	31	42	22	5	-
Having the capacity to concentrate on the work done over an extended period of time	73	27	22	51	23	4	-
Having a good attitude in dealing with those under you	73	27	24	48	21	7	*
Being able to work cooperatively with fellow employees	72	27	33	39	20	7	1
Being capable of doing arithmetic functions	71	28	29	43	20	8	1
Having real discipline in your work habits	70	30	21	49	24	5	*
Having both the desire to learn more and the capacity to keep learning more on the job	69	29	27	42	23	6	1
Being motivated to give all you have to the job you are doing	69	30	25	44	24	7	1

Table 69

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q.1F - Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?
Base: RECENT STUDENTS who got job after high school

	POSITIVE	NEGATIVE	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Having a good attitude toward supervisors	69	30	28	41	25	6	1
Learning how to dress and to behave well	68	30	32	36	23	7	2
Learning mathematics well	68	32	33	34	23	9	-
Learning how to write well	66	34	24	41	26	8	-
Learning how to solve complex problems	57	43	19	38	28	15	*

Table 70

RECENT STUDENTS ESTIMATE WHAT THEY SHOULD HAVE DONE DIFFERENTLY IN SCHOOL

Q.1J - Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that...., or not?
Base: "Got job" in 1a

	SHOULD HAVE BEEN	SHOULD NOT	NOT SURE
	%	%	%
You should have worked much harder and taken your classes more seriously	79	20	1
There should have been more emphasis on preparation for work after school	75	25	*
The standards of performance required of the students should have been higher	73	25	2
There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	70	30	*
There should have been more emphasis on learning how to speak well	65	34	1

Table 71

HOW RECENT STUDENTS RATE HIGHER EDUCATION ON MAKING UP GAPS IN THEIR PREPARATION

Q 2C - In your further education after high school, how would you rate the way that instituion tried to help you in remedial courses in math, reading, and writing, to make up for gaps in your learning and preparation in high school --- excellent, pretty good, only fair, or poor?
Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	TOTAL RECENT STUDENTS
	%
Excellent	19
Pretty good	40
Only fair	14
Poor	5
-----Positive	59
-----Negatvie	19
Not applicable	21
Not sure/Refused	1
Unweighted Base	328

Table 72

COULD HIGH SCHOOL STUDENTS HAVE STRETCHED THEIR CAPACITIES MORE?

Q.2D - All in all, do you feel that your full capacities were put to use in your education after high school, or do you feel you could have stretched your capacities to learn more if the school you went to had given you the chance?
Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	TOTAL RECENT STUDENTS
	%
Full capacities were put to use	46
Could have stretched capacities to learn more	50
Not sure/Refused	4
Unweighted Base	328

Table 73

EXTENT TO WHICH RECENT STUDENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEM FOR HIGHER EDUCATION

Q.2E - Now, do you feel that your high school education properly prepared you for further education, or do you feel that your high school education left you with the feeling that you should have been better prepared?
Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	TOTAL RECENT STUDENTS
	%
High school properly prepared	53
Should have been better prepared	46
Not sure/Refused	1
Unweighted Base	328

Table 74

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q.2F - Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?
Base: RECENT STUDENTS who "Went on to Further Education" in 1a or "First got job, then went on to further education" in 1k

	POSITIVE	NEGATIVE	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Your ability to read and understand written and verbal instructions	86	14	44	42	11	3	*
Learning how to read well	80	19	41	39	16	3	*
Being able to work cooperatively with fellow students and faculty	79	21	38	41	14	6	*
Having a good attitude toward your teachers	76	24	31	44	18	6	*
Being capable of doing arithmetic functions	74	26	39	35	19	7	*
Learning how to write well	71	29	35	36	22	7	1
Learning mathematics well	70	30	33	37	21	9	*
Learning how to dress and to behave well	70	28	33	37	20	9	2
Having both the desire to learn more and the capacity to keep learning more as you moved to higher levels of education	68	32	28	39	25	7	*
Having a real sense of dedication to learning	66	34	22	44	26	7	*
Having a good attitude in dealing with the pressure of meeting academic standards	66	33	21	44	24	9	1

Table 74

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q.2F - Now, I want you to rate the preparation you feel your high school
schooling gave you on each of these key areas. On the following, do you feel
your high school preparation was excellent, pretty good, only fair, or poor?
Base: RECENT STUDENTS who "Went on to Further Education" in 1a or "First got
job, then went on to further education" in 1k

	POSITIVE	NEGATIVE	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	NOT SURE
	%	%	%	%	%	%	%
Learning how to solve complex problems	63	37	23	40	26	10	1
Being motivated to give all you have to stretching your mind and learning new disciplines	62	38	23	40	29	9	*
Having real discipline in your work habits	60	39	23	37	30	9	1
Having the capacity to concentrate on your studies over an extended period of time	59	40	16	43	32	8	1

Table 75

RECENT STUDENTS ESTIMATE WHAT THEY SHOULD HAVE DONE DIFFERENTLY IN HIGH SCHOOL

Q.2G - Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that...., or not?

Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	SHOULD HAVE BEEN	SHOULD NOT	NOT SURE
	%	%	%
You should have worked much harder and taken your classes more seriously	72	27	*
The standards of performance required of the students should have been higher	72	27	1
There should have been more emphasis on preparation for higher education after school	71	29	1
There should have been more emphasis on learning how to speak well	69	31	1
There should have been more emphasis on essential skills such as reading, writing, math, and the solving of complex problems	63	36	1

Table 76

EXTENT TO WHICH PARENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEIR CHILDREN FOR JOB MARKET

Q.3C - Now, do you feel that your child's high school education properly prepared them for the job market after high school, or do you feel that their high school education did not properly prepare them for later life?
Base: Parents Whose Children took jobs

	TOTAL PARENTS
	%
High school properly prepared	52
Should have been better prepared	46
Not sure/Refused	2
Unweighted Base	91

Table 77

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q.3D - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?
Base: Parents Whose Children took jobs

	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	POSITIVE	NEGATIVE	NOT SURE
	%	%	%	%	%	%	%
Being able to work cooperatively with fellow employees	28	49	16	5	77	21	2
Being motivated to give all they have to the job they are doing	25	44	19	11	69	30	1
Learning how to dress and to behave well	25	44	13	16	68	29	3
Having a real sense of dedication to work	24	43	22	11	67	33	-
Having a good attitude toward supervisors	23	45	17	8	68	25	7
Learning how to read well	22	44	24	7	67	30	3
Their ability to read and understand written and verbal instructions	21	49	20	6	70	27	3
Learning how to write well	21	35	29	14	56	42	2
Having both the desire to learn more and the capacity to keep learning more on the job	19	44	23	14	63	37	-
Having real discipline in their work habits	18	36	25	17	54	43	3
Having a good attitude in dealing with those under them	18	53	17	9	71	27	2

Table 77

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q 3D - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?
Base: Parents Whose Children took jobs

	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	POSITIVE	NEGATIVE	NOT SURE
	%	%	%	%	%	%	%
Having the capacity to concentrate on the work done over an extended period of time	15	50	27	8	65	35	1
Being capable of doing arithmetic functions	14	52	23	10	66	33	1
Learning mathematics well	12	52	29	7	65	35	-
Learning how to solve complex problems	12	37	34	18	48	52	-

Table 78

PARENTS ESTIMATE WHAT THEIR CHILDREN SHOULD HAVE DONE DIFFERENTLY IN HIGH SCHOOL

Q.3E - Now, as you think back on your child's schooling, do you feel that the high school he or she went to should have done these things differently from the way it was done. Do you feel that...., or not?
Base: Parents Whose Children took jobs

	SHOULD HAVE BEEN	SHOULD NOT	NOT SURE
	%	%	%
There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	80	19	1
There should have been more emphasis on learning how to speak well	76	23	1
There should have been more emphasis on preparation for work after school	76	24	-
The standards of performance required of the students should have been higher	75	24	1
Your child should have worked much harder and taken his or her classes more seriously	71	29	-

Table 79

EXTENT TO WHICH PARENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEIR CHILDREN FOR HIGHER EDUCATION

Q.3F - How, do you feel that your child's high school education properly prepared them for further education after high school, or did your child's high school education leave you with the feeling that they should have been better prepared?
Base: Parents Whose Children went on to Higher Education

	TOTAL PARENTS
	%
High school properly prepared	66
Should have been better prepared	32
Not sure/Refused	2
Unweighted Base	148

Table 80

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q.3G - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?
Base: Parents Whose Children went on to Higher Education

	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	POSITIVE	NEGATIVE	NOT SURE
	%	%	%	%	%	%	%
Learning how to dress and to behave well	53	32	11	3	85	14	1
Being able to work cooperatively with fellow students and faculty	53	34	11	2	87	13	-
Learning how to read well	49	33	11	7	82	18	-
Having a good attitude toward their teachers	44	37	14	4	81	18	2
Their ability to read and understand written and verbal instructions	44	42	10	4	86	14	-
Having both the desire to learn more and the capacity to keep learning more as they moved to higher levels of education	40	35	16	6	75	22	2
Having real discipline in their work habits	37	30	19	10	68	29	4
Being capable of doing arithmetic functions	36	41	16	6	77	23	1
Learning how to write well	36	42	15	8	77	23	-
Being motivated to give all they have to stretching their mind and learning new disciplines	35	38	20	7	73	27	-

Table 80

HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q 3G - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?
Base: Parents Whose Children went on to Higher Education

	EXCELLENT	PRETTY GOOD	ONLY FAIR	POOR	POSITIVE	NEGATIVE	NOT SURE
	%	%	%	%	%	%	%
Having a real sense of dedication to learning	32	41	21	5	73	27	1
Having the capacity to concentrate on their studies over an extended period of time	30	40	21	6	70	27	3
Having a good attitude in dealing with the pressure of meeting academic standards	29	45	21	4	74	25	1
Learning mathematics well	27	44	21	8	71	28	1
Learning how to solve complex problems	21	50	18	8	71	26	2

Table 81

PARENTS ESTIMATE WHAT THEIR CHILDREN SHOULD HAVE DONE DIFFERENTLY IN HIGH SCHOOL

Q.3H - Now, as you think back on your child's schooling, do you feel that their high school should have done these things differently from the way it was done. Do you feel that...., or not?
Base: Parents Whose Children went on to Higher Education

	SHOULD HAVE BEEN	SHOULD NOT	NOT SURE
	%	%	%
There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	64	32	5
There should have been more emphasis on preparation for higher education after school	59	37	4
There should have been more emphasis on learning how to speak well	59	40	1
Your child should have worked much harder and taken his or her classes more seriously	54	46	-
The standards of performance required of the students should have been higher	52	42	6

Table 1

ARE THERE CLEAR HIGH SCHOOL STANDARDS TODAY?

Q.4a - In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUBLIC	RECENT STUDENTS	TOOK JOBS	WENT ON TO HIGHER EDUCATION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGHER EDUCATION	TOTAL EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Are clear standards today	37	39	44	31	28	28	25	20	19	25	20	13	23	17	24
Are not clear standards	54	56	49	65	66	66	68	73	76	69	75	83	71	76	63
Not sure/Refused	9	5	6	4	6	6	7	7	5	6	5	4	7	7	13
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 1

ARE THERE CLEAR HIGH SCHOOL STANDARDS TODAY?

Q.4a - In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Are clear standards today	37	38	41	38	28	35	39	35	48	42	42	30	41	34	34
Are not clear standards	54	53	51	53	62	57	51	56	47	51	47	65	49	60	62
Not sure/Refused	9	8	8	9	10	8	9	9	5	7	11	5	11	6	4
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 2

NEED FOR COMMON NATIONAL STANDARDS OF PERFORMANCE

Q.4c - Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUBLIC	RECENT STUDENTS	TOOK JOBS	WENT ON TO HIGHER EDUCATION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGHER EDUCATION	TOTAL EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Need common national standards of performance	82	80	78	80	87	89	87	81	82	87	77	82	82	80	78
Don't need such common standards	14	17	20	17	13	11	12	16	15	12	20	14	15	17	17
Not sure/Refused	4	3	2	3	*	-	1	3	3	1	3	4	3	3	5
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 2

NEED FOR COMMON NATIONAL STANDARDS OF PERFORMANCE

Q.4c - Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Need common national standards of performance	82	83	80	83	81	79	84	81	85	87	83	82	81	84	84
Don't need such common standards	14	14	15	12	16	17	12	15	11	11	13	16	15	14	14
Not sure/Refused	4	2	4	5	3	4	4	4	4	2	4	3	4	2	2
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 3

SHOULD WE KNOW PERFORMANCE OF U.S. STUDENTS COMPARED WITH WORLD CLASS STANDARDS?

Q.4d - Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUB-LIC	RE-CENT STU-DENTS	TOOK JOBS	WENT ON TO HIGH-ER EDUC-A-TION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGH-ER EDUCA-TION	TOTAL EM-PLOY-ERS	TOTAL BUSI-NESS	SMALL	MEDI-UM	LARGE	OPERA-TIONS	HUMAN RESOU-RCES	GOV-ERN-MENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Should know how America compares with world class standards	80	81	81	80	85	82	90	91	91	94	93	85	91	91	91
Don't feel that is needed	16	18	17	19	13	17	10	8	8	4	6	14	8	9	9
Not sure/Refused	3	2	2	1	1	1	1	1	1	2	1	1	1	1	-
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 3

SHOULD WE KNOW PERFORMANCE OF U.S. STUDENTS COMPARED WITH WORLD CLASS STANDARDS?

Q 4d - Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Should know how America compares with world class standards	80	81	76	83	82	81	80	80	88	78	79	82	77	81	86
Don't feel that is needed	16	17	21	13	15	17	16	17	11	17	16	16	18	18	12
Not sure/Refused	3	2	3	4	4	2	5	4	1	5	5	2	5	1	2
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 4

DO EMPLOYERS HAVE GOOD INFORMATION ON HIGH SCHOOL ACADEMIC PERFORMANCE?

Q.4a - Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MID-WEST	SO-UTH	WEST	MALE	FE-MALE	WH-ITE	BL-ACK	HIS-PAN-IC	COL-LEGE	NO COL-LEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have accurate and comprehensive information	37	34	43	39	30	35	39	36	45	36	42	30	40	38	28
Do not have such information	52	58	45	50	58	57	48	52	50	50	47	59	48	54	64
Not sure/Refused	11	9	11	11	13	8	13	11	5	14	10	11	11	8	8
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 4

DO EMPLOYERS HAVE GOOD INFORMATION ON HIGH SCHOOL ACADEMIC PERFORMANCE?

Q.4e - Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUBLIC	RECENT STUDENTS	TOOK JOBS	WENT ON TO HIGHER EDUCATION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGHER EDUCATION	TOTAL EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have accurate and comprehensive information	37	47	48	44	43	54	37	35	34	37	40	24	36	32	38
Do not have such information	52	48	48	50	45	35	53	62	63	61	58	71	61	64	57
Not sure/Refused	11	5	4	5	12	10	10	3	3	2	2	5	4	3	5
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 5

DO EMPLOYERS HAVE GOOD INFORMATION ON COLLEGE ACADEMIC PERFORMANCE?

Q 41 - Do you feel that employers have accurate and comprehensive information about the academic performance of recent COLLEGE graduates, or not?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUB-LIC	RE-CENT STU-DENTS	TOOK JOBS	WENT ON TO HIGH-ER EDUC-A-TION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGH-ER EDUCA-TION	TOTAL EM-PLOY-ERS	TOTAL BUSI-NESS	SMALL	MEDI-UM	LARGE	OPERA TIONS	HUMAN RESOU-RCES	GOV-ERN-MENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have such information	46	55	50	58	48	48	48	66	66	67	67	63	69	60	66
Do not have	42	40	44	38	40	40	41	32	32	29	33	35	28	38	31
Not sure/Refused	11	5	6	3	12	12	11	2	2	4	-	2	2	2	3
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 5

DO EMPLOYERS HAVE GOOD INFORMATION ON COLLEGE ACADEMIC PERFORMANCE?

Q.4f - Do you feel that employers have accurate and comprehensive information about the academic performance of recent COLLEGE graduates, or not?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have such information	46	45	51	44	45	45	47	46	49	44	46	46	48	47	44
Do not have	42	46	38	42	44	46	39	42	44	47	41	45	41	44	47
Not sure/Refused	11	9	11	14	11	9	14	12	6	9	13	9	12	9	9
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 6

DOES AMERICA NEED HIGHER EDUCATION STANDARDS TO COMPETE IN THE WORLD'S ECONOMY?

Q 4g - In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUBLIC	RECENT STUDENTS	TOOK JOBS	WENT ON TO HIGHER EDUCATION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGHER EDUCATION	TOTAL EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Needs to reach higher standards	88	87	87	88	90	94	89	95	96	98	95	95	96	94	92
Does not need to achieve higher standards	10	12	12	11	8	6	10	4	3	1	5	2	3	6	8
Not sure/Refused	3	1	1	1	1	-	1	1	1	1	-	3	2	-	-
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 6

DOES AMERICA NEED HIGHER EDUCATION STANDARDS TO COMPETE IN THE WORLD'S ECONOMY?

Q 4g - In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Needs to reach higher standards	88	89	87	88	86	89	87	89	85	83	85	91	86	90	92
Does not need to achieve higher standards	10	9	10	9	12	9	10	9	12	14	11	8	12	9	6
Not sure/Refused	3	2	3	3	2	2	3	2	3	3	3	1	3	1	1
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 7

DOES AMERICA PLACE ENOUGH EMPHASIS ON LEARNING?

Q 4h - Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given to the importance of learning?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUBLIC	RECENT STUDENTS	TOOK JOBS	WENT ON TO HIGHER EDUCATION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGHER EDUCATION	TOTAL EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
America places enough emphasis on learning	18	20	24	15	20	17	20	16	15	10	25	10	18	14	21
Should give more emphasis to the importance of learning	80	79	76	82	80	83	80	83	84	89	74	89	81	86	79
Not sure/Refused	2	1	*	3	-	-	-	1	1	1	1	1	1	-	-
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Table 7

DOES AMERICA PLACE ENOUGH EMPHASIS ON LEARNING?

Q 4h - Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given to the importance of learning?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
America places enough emphasis on learning	18	18	21	18	15	18	18	17	21	27	20	15	20	17	12
Should give more emphasis to the importance of learning	80	80	77	80	82	80	79	81	78	69	77	83	77	82	86
Not sure/Refused	2	2	2	2	3	2	3	2	1	4	2	2	2	1	1
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 8

HOW IMPORTANT FOR AMERICA TO IMPROVE ITS WORKFORCE SKILLS TO BE COMPETITIVE IN THE WORLD?

Q.41 - How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world -- very important, somewhat important, not very important, or not important at all?

	PUBLIC							EMPLOYERS							
		RECENT STUDENTS			PARENTS				BUSINESS				TYPE OF EXECUTIVE		
										SIZE					
	TOTAL PUBLIC	RECENT STUDENTS	TOOK JOBS	WENT ON TO HIGHER EDUCATION	TOTAL PARENTS	CHILD TOOK JOB	CHILD WENT ON TO HIGHER EDUCATION	TOTAL EMPLOYERS	TOTAL BUSINESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very important	82	83	82	84	87	85	90	89	89	93	90	84	92	84	88
Somewhat important	14	15	17	13	10	12	8	10	10	7	9	15	8	13	9
Not very important	1	1	1	1	1	2	1	1	1	-	1	1	*	3	3
Not important at all	1	1	-	1	1	1	1	-	-	-	-	-	-	-	-
Not sure/Refused	2	*	-	*	1	-	1	-	-	-	-	-	-	-	-
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

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HOW IMPORTANT FOR AMERICA TO IMPROVE ITS WORKFORCE SKILLS TO BE COMPETITIVE IN THE WORLD?

Q.41 - How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world -- very important, somewhat important, not very important, or not important at all?

		REGION				SEX		RACE			EDUCATION		INCOME		
	TOTAL PUBLIC	EAST	MIDWEST	SOUTH	WEST	MALE	FEMALE	WHITE	BLACK	HISPANIC	COLLEGE	NO COLLEGE	$25K AND UNDER	$25,001 TO $50K	OVER $50K
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Very important	82	85	81	85	76	83	82	82	84	81	81	84	81	85	87
Somewhat important	14	12	15	10	21	14	14	15	9	13	14	13	14	14	12
Not very important	1	1	2	1	1	1	1	1	3	1	1	1	2	1	-
Not important at all	1	*	1	1	1	1	*	1	2	-	1	1	1	-	-
Not sure/Refused	2	1	1	3	1	1	2	1	2	5	2	1	2	*	1
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326

Table 9

IS TODAY'S INVESTMENT IN EDUCATION ENOUGH?

Q 4J - Do you feel the nation today invests enough in the following, not enough, or too much in the following?
Base: Total Employers

	ENOUGH	NOT ENOUGH	TOO MUCH	NOT SURE
	%	%	%	%
Education beyond 12th grade	31	64	3	2
Training and adult education	30	67	2	1
Pre-school education	22	73	3	2
Kindergarten through grade 12	19	78	1	1

Table 9

IS TODAY'S INVESTMENT IN EDUCATION ENOUGH?

Q.4J - Do you feel the nation today invests enough in the following, not enough, or too much in the following?
Base: Total Public

	ENOUGH	NOT ENOUGH	TOO MUCH	NOT SURE
	%	%	%	%
Pre-school education	26	61	8	5
Education beyond 12th grade	26	64	6	4
Training and adult education	24	69	3	5
Kindergarten through grade 12	22	71	3	4

QUESTIONNAIRES

LOUIS HARRIS AND ASSOCIATES, INC.
630 FIFTH AVENUE
NEW YORK, N.Y. 10111

/ FOR OFFICE USE ONLY
/
/ Questionnaire No.:________
/
/________________ 1-2-3-4-5

Card 03

Study NO. 912061C (Corporate/Government) (8-14)

Card Number (6-7)

September 11, 1991

Sample Point No. /_/_/_/_/_/_/_/_/
4*24-25-26-27-28-29-30-31

Time Started: ______________ A.M./P.M.

Interviewer:______________________________ Date:______________

Organization: ____

Respondent Name: ____

Area Code: ______________ 4*(9-11) Telephone No.: ______________________ 4*(12-18)

Hello, I'm ____________________ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a very important poll on how employers assess the elementary and secondary school system in America. The results will be a major part of a national assessment which will be released by the National Education Goals Panel and the State governors at the end of this month. We would like to ask you some questions, if you don't mind. All of what you say will be treated totally confidentially.

Continue (15(____-1

FROM OBSERVATION: Respondent Sex

Male ....(16(____-1
Female......................____-2

1a. How would you rate the caliber of recent graduates of the nation's high schools today compared with those who graduated (READ EACH ITEM) in terms of being prepared to be productive and satisfactory employees for your company (organization) — much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

	Much Better Prepared	Somewhat Better	Somewhat Worse	Much Worse	The Same (vol.)	Not Sure
a. Five years ago...............(17	(2 -1	30 -2	41 -3	4 -4	20 -5	3 -6
b. Ten years ago................(18	(4 -1	25 -2	45 -3	11 -4	8 -5	7 -6

1b. As a result of changes in the preparedness of students coming out of secondary school these days, have you increased your remedial and training services in basic areas such as math, reading, and writing compared with five years ago, or not?

Have increased remedial services....(19(28 -1 (ASK Q.1c)

Not increased remedial services......... 63 -2 (SKIP TO Q.1d)
Not sure............................. 8 -3

1c. Were these additional remedial services a major change in the way your company (organization) has adapted to the changed caliber of recent graduates, a minor change, or hardly a change at all?

Major change.....................(20(25 -1
Minor change......................... 56 -2
Hardly any change at all............. 18 -3
Not sure............................. 1 -4

ASK EVERYONE

1d. Do your company's (organization's) remedial programs make up the gaps that exist in this current generation in terms of their preparedness to learn, or does a gap still exist even after remedial services have been used?

Make up the gap................(21(18 -1
Gap still exists.................... 45 -2
Not sure............................ 37 -3

1e. Do you feel that the rate at which you are able to retain new employees out of high school has declined sharply due to their lack of proper preparation, has declined moderately, or not declined at all?

Rate of retention has declined sharply....(22(6 -1
Has declined moderately...................... 40 -2
Not declined at all.......................... 49 -3
Not sure..................................... 5 -4

1f. Have you found over the past 10 years that the number of high school graduates you have to screen before finding those who can meet your standards of employment has risen sharply, moderately, or hardly at all?

Has risen sharply................(23(23 -1
Risen moderately.................... 46 -2
Risen hardly at all................. 26 -3
Not sure............................ 5 -4

1g. On average, about how many applicants for a job from a pool of recent high high school graduates to you find you have to turn down for every one you finally hire?

1...........(24(3 -1
2............... 6 -2
3............... 8 -3
4............... 6 -4
5............... 12 -5
6............... 3 -6
7............... 3 -7
8............... 3 -8
More than 8..... 35 -9
Not sure....(25(21 -0

1h. In assessing the caliber of recent high school graduates you want to hire, do you pay a great deal of attention, moderate attention, or slight attention to (READ EACH ITEM)?

DO NOT ROTATE	A Great Deal of Attention	Moderate Attention	Slight Attention	Not Sure
a. The high school records of the applicant.......(26(	24 -1	36 -2	36 -3	4 -4
b. Interviews with the prospective applicant......(27(	81 -1	13 -2	4 -3	2 -4

1i. As a result of the need to meet competition from abroad, do you feel that the skill levels you require from new hires have risen sharply, risen moderately or have not risen at all, compared to 5 years ago?

Risen sharply.............(28(14 -1
Risen moderately............. 43 -2
Not risen much at all........ 36 -3
Not sure..................... 7 -4

1j. Do you feel over the past five years, the skill level of the labor pool available to you from the high schools has risen sharply, moderately, not much at all, or has deteriorated?

Skill level risen sharply	(29(2 -1
Risen moderately	23 -2
Not risen at all	39 -3
Has deteriorated	33 -4
Not sure	3 -5

1k. Do you have an organized program of job training of which a major part is (READ EACH ITEM) or don't you have such a program?

ROTATE — START AT "X"	Have Such a Program	Do Not	Not Sure
( ) a. Teaching basic skills such as math, reading, and writing to raise the level of functional literacy	(30(14 -1	85 -2	1 -3
( ) b. Teaching specific technical skills that used to be taught in the school systems	(31(28 -1	70 -2	2 -3
( ) c. Counseling recent high school graduates individually so they can adapt their specific work assignments to the levels of skills and education they have	(32(26 -1	72 -2	2 -3

1l. Has the cost of upgrading your new labor hires who are recent high school graduates increased sharply over the past five years, moderately, or not much at all?

Increased sharply	(33(11 -1
Increased moderately	42 -2
Not much at all	43 -3
Not sure	4 -4

1m. Do you have any programs where your company (organization) has (READ EACH ITEM), or not?

DO NOT ROTATE	Have	Don't Have	Not Sure
a. Established a relationship with a specific local school or schools where your operations are located, where your executives visit the schools and describe the needs you have for new hires and the type of workers you are looking for	(34(43 -1	55 -2	2 -3
b. Established contact with the less privileged parts of the local community in order to give young people some hope that they can one day improve their lot by going to work for mainstream companies and organizations	(35(49 -1	50 -2	1 -3

1n. Over the long haul, if you had to choose, do you feel that the public schools are going to be the primary place where education will be made or broken, or do you think that the private school sector will grow much more in importance, or do you feel in the future it will be more of a balance between the public and private schools? SINGLE RECORD

Public schools make or break............(36(40 -1
Private sector will grow much more.......... 23 -2
More a balance between public and private... 35 -3
Not sure................................ 2 -4

1o. Have you made major changes in the configuration of your work place in order to better accommodate the changing nature of the work force you are attracting, or do you find that such major changes are not necessary?

Have made major changes.................(37(30 -1
Such changes not necessary.................. 67 -2
Not sure................................ 3 -3

2. Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On (READ EACH ITEM), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

DO NOT ROTATE

		Excellent	Pretty Good	Only Fair	Poor	Not Sure
1. Their ability to read and understand written and verbal instructions	(38	2 -1	31 -2	54 -3	10 -4	3 -5
2. Being capable of doing arithmetic functions	(39	1 -1	24 -2	52 -3	20 -4	3 -5
3. Having real discipline in their work habits	(40	1 -1	18 -2	45 -3	33 -4	3 -5
4. Learning how to write well	(41	1 -1	11 -2	47 -3	37 -4	4 -5
5. Learning how to read well	(42	1 -1	29 -2	53 -3	14 -4	3 -5
6. Learning mathematics well	(43	1 -1	21 -2	52 -3	22 -4	4 -5
7. Learning how to solve complex problems	(44	* -1	10 -2	47 -3	39 -4	4 -5
8. Being able to work cooperatively with fellow employees	(45	4 -1	53 -2	36 -3	4 -4	1 -5
9. Learning how to dress and to behave well	(46	2 -1	37 -2	43 -3	15 -4	3 -5
10. Having a good attitude toward supervisors	(47	2 -1	37 -2	46 -3	12 -4	3 -5
11. Having a good attitude in dealing with those under them	(48	2 -1	40 -2	41 -3	3 -4	14 -5
12. Having the capacity to concentrate on the work done over an extended period of time	(49	1 -1	29 -2	53 -3	13 -4	4 -5
13. Having both the desire to learn more and the capacity to keep learning more on the job	(50	5 -1	41 -2	41 -3	10 -4	3 -5
14. Being motivated to give all they have to the job they are doing	(51	2 -1	23 -2	49 -3	23 -4	3 -5
15. Having a real sense of dedication to work	(52	1 -1	18 -2	51 -3	27 -4	3 -5

3a. In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

Are clear standards today............(53(20 -1 (ASK Q.3b)

Are not clear standards.................. 73 -2 (SKIP TO Q.3c)
Not sure.............................. 7 -3

3b. Do you feel that today's standards are high enough, or not high enough?

High enough..................(54(29 -1
Not high enough.................. 70 -2
Not sure......................... 1 -3

ASK EVERYONE
3c. Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

Need common national standards of performance..(55(81 -1
Don't need such common standards.................. 16 -2
Not sure.. 3 -3

3d. Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

Should know how America compares with
world class standards.................(56(91 -1
Don't feel that is needed.................. 8 -2
Not sure................................... 1 -3

3e. Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

Have accurate and comprehensive information...(57(35 -1
Do not have such information..................... 62 -2
Not sure... 3 -3

3f. Do you feel that employers have accurate and comprehensive information about the academic performance of recent college graduates, or not?

Have such information...............(58(66 -1
Do not have............................ 32 -2
Not sure............................... 2 -3

3g. In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

Needs to reach higher standards............(59(95 -1
Does not need to achieve higher standards....... 4 -2
Not sure.. 1 -3

3h. Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given on the importance of learning?

America places enough emphasis on learning..................................(60(16 -1
Should give more emphasis to the importance of learning..........................83 -2
Not sure..1 -3

3i. How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world — very important, somewhat important, not very important, or not important at all?

Very important..............(61(89 -1
Somewhat important..............10 -2
Not very important..............1 -3
Not important at all............- -4
Not sure........................- -5

3j. Do you feel the nation today invests enough in (READ EACH ITEM), not enough, or too much in (READ EACH ITEM)?

DO NOT ROTATE	Enough	Not Enough	Too Much	Not Sure
1. Early childhood education............................(62(	22 -1	73 -2	3 -3	2 -4
2. Elementary and secondary education...................(63(	19 -1	78 -2	1 -3	2 -4
3. Postsecondary education..............................(64(	31 -1	64 -2	3 -3	2 -4
4. Training and adult education.........................(65(	30 -1	67 -2	2 -3	1 -4

3k. Do you believe that creating a national examination system based on world class standards will improve education in America, or not?

National examination system will improve education in America...................(66(51 -1
Will not..44 -2
Not sure..5 -3

That completes the interview. Thank you very much for your cooperation!

Time Ended: ________ A.M./P.M.

Revenue: / / / / / / /
(69-74)

SIC Code: / / / / /
(75-78)

LOUIS HARRIS AND ASSOCIATES, INC.
630 FIFTH AVENUE
NEW YORK, N.Y. 10111

/ FOR OFFICE USE ONLY
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/ Questionnaire No.:________
/
/________________ 1-2-3-4-5

Card 01

Card Number (6-7)

Study No. 912061E (Educators)
(8-14)

Sample Point No. / / / / / / / / /
2*24-25-26-27-28-29-30-31

September 11, 1991

Time Started: ______________A.M./P.M.

Interviewer:______________________________ Date:________________

Name of Respondent: ______________ Position:________________________

Institution: ______________ City, State:________________________

Area Code:________ Telephone No.:________________________
2*(9-11) 2*(12-18)

Hello, I'm ______________from Louis Harris and Associates, the national survey research firm in New York. We are conducting a very important poll on how educators assess the elementary and secondary school system in America. The results will be a major part of a national assessment which will be released by the National Education Goals Panel and the state governors at the end of this month. We would like to ask you some questions, if you don't mind. All of what you say will be treated totally confidentially.

Continue (15(___-1

FROM OBSERVATION: Respondent Sex

Male ....(16(___-1
Female.....................___-2

1a. How would you rate the caliber of recent graduates of the nation's high schools today compared with those who graduated (READ EACH ITEM) in terms of being prepared to be , educated at the college (vocational school) level — much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

	Much Better Prepared	Somewhat Better	Somewhat Worse	Much Worse	The Same (vol.)	Not Sure
a. Five years ago.........(17(	2 -1	33 -2	37 -3	6 -4	19 -5	3 -6
b. Ten years ago..........(18(	9 -1	25 -2	36 -3	16 -4	7 -5	7 -6

1b. As a result of the changes in the preparedness of students coming out of secondary school these days, have you increased your remedial services in basic areas such as math, reading, and writing compared with five years ago or not?

Have increased remedial services........(19(66 -1 (ASK Q.1c)

Not increased remedial services.............. 28 -2
Not sure.................................... 6 -3
(SKIP TO Q.1d)

1c. Was this addition of remedial services a major change in the way your institution adapted to the changed caliber of your new students, a minor change, or hardly a change at all?

Major change.....................(20(36 -1
Minor change........................ 52 -2
Hardly any change at all............ 12 -3
Not sure............................ * -4

ASK EVERYONE
1d. Do the remedial programs you have at your institution make up the gaps that now exist in this current generation in terms of preparedness to learn, or is there still quite a gap that exists, even after remedial services have been used?

Make up the gap................(21(38 -1
Still a big gap remains............ 45 -2
Not sure.......................... 17 -3

1e. Do you feel that due to the lack of proper preparation of the students coming in, the rate at which you are able to retain the new students who are admitted today has declined sharply, has declined moderately, or not declined at all?

Rate of retention has declined sharply.......(22(6 -1
Has declined moderately......................... 43 -2
Not declined at all............................. 46 -3
Not sure.. 5 -4

1f. In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to (READ EACH ITEM)?
DO NOT ROTATE

	A Great Deal of Attention	Moderate Attention	Slight Attention	Not Sure
a. The school records of the applicant............(23(	50 -1	25 -2	19 -3	6 -4
b. Interviews with the prospective student........(24(	33 -1	28 -2	27 -3	12 -4
c. Essays written by the applicant................(25(	24 -1	21 -2	32 -3	23 -4
d. SAT scores.....................................(26(	23 -1	29 -2	25 -3	23 -4

1g. Business executives report that they have made the criteria for hiring college graduates much tougher in recent years in order to meet global competitive standards. Have you done the same and made your own admissions standards tougher in recent years, or have you made them less tough, or haven't they changed much compared with 10 years ago?

Made admissions standards tougher..............(27(	42 -1
Made them less tough..............................	4 -2
Not changed much	52 -3
Not sure..	2 -4

1h. Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of (READ EACH ITEM), or don't you have such a program?

DO NOT ROTATE	Have Such a Program	Do Not	Not Sure
a. Their curriculum...................................(28(	45 -1	52 -2	3 -3
b. College preparation................................(29(	45 -1	51 -2	4 -3
c. Helping them institute school-based reform..........(30(	22 -1	73 -2	5 -3
d. Improving basic skills in math, science, reading, and writing..(31(	51 -1	47 -2	2 -3

1i. In order to meet the changing caliber of incoming students, have you made major overhauls in (READ EACH ITEM), minor changes, or hardly any changes at all?

DO NOT ROTATE	Major Changes	Minor Changes	Hardly Any	Not Sure
a. The orientation process for freshmen.........(32(	49 -1	28 -2	20 -3	3 -4
b. The guidance and counseling system...........(33(	43 -1	35 -2	18 -3	4 -4
c. The student academic program for freshmen....(34(	34 -1	38 -2	23 -3	5 -4

1j. Over the long haul, do you feel that the public schools are going to be the primary place where education will be made or broken, or do you think that the private school sector will grow much more in importance, or do you feel in the future it will be more of a balance between the public and private schools?

Public schools make or break............(35(_40_-1
Private sector will grow much more..........._23_-2
More a balance between public and private..._35_-3
Not sure..................................._2_-4

1k. Do you anticipate that there will be a change in the nature and make-up of the institutions of higher education in the years ahead, under which a number of colleges and other types of schools will lower their academic achievement standards to accommodate the lower levels of attainment of today's high school graduates, or don't you see this happening?

See it happening...............(36(_35_-1
Don't see it happening............._61_-2
Not sure........................._4_-3

2a. Now, do you feel that the secondary schools where you get your new students properly prepare these students for further education after high school, or do you feel that their high school education leaves them well short of being properly prepared?

They are properly prepared.............(37(_30_-1
Their education falls well short..........._63_-2
Not sure................................._7_-3

2b. Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On (READ EACH ITEM), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

DO NOT ROTATE		Excel-lent	Pretty Good	Only Fair	Poor	Not Sure
( ) 1. Their ability to read and to understand written and verbal instructions..............	(38(	3 -1	38 -2	48 -3	10 -4	1 -5
( ) 2. Being capable of doing arithmetic functions..................................	(39(	6 -1	27 -2	46 -3	19 -4	2 -5
( ) 3. Having real discipline in their work habits......................................	(40(	2 -1	19 -2	44 -3	33 -4	2 -5
( ) 4. Learning how to write well....................	(41(	1 -1	16 -2	50 -3	30 -4	3 -5
( ) 5. Learning how to read well.....................	(42(	2 -1	30 -2	50 -3	16 -4	2 -5
( ) 6. Learning mathematics well.....................	(43(	4 -1	23 -2	41 -3	28 -4	4 -5
( ) 7. Learning how to solve complex problems.......	(44(	1 -1	14 -2	43 -3	41 -4	1 -5
( ) 8. Being able to work cooperatively with fellow students and faculty..........................	(45(	8 -1	59 -2	26 -3	5 -4	7 -5
( ) 9. Learning how to dress and to behave well.....	(46(	7 -1	48 -2	34 -3	8 -4	3 -5
( )10. Having a good attitude toward their teachers.	(47(	10 -1	53 -2	31 -3	4 -4	2 -5
( )11. Having a good attitude in dealing with the pressure of meeting academic standards.......	(48(	3 -1	40 -2	44 -3	12 -4	1 -5
( )12. Having the capacity to concentrate on their studies over an extended period of time......	(49(	1 -1	23 -2	56 -3	18 -4	2 -5
( )13. Having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education......	(50(	5 -1	43 -2	40 -3	9 -4	3 -5
( )14. Being motivated to give all they have to stretching their minds and learning new disciplines.................................	(51(	1 -1	28 -2	53 -3	17 -4	1 -5
( )15. Having a real sense of dedication to learning....................................	(52(	2 -1	24 -2	56 -3	17 -4	1 -5

53-80Z

That completes the interview. Thank you very much for your cooperation!

Time Ended:_________A.M./P.M.

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:__________
/
/ 1-2-3-4-5

Card 05

Study No. 912061P (Public, Young Adults, Parents) (8-14)
Card Number (6-7)

September 25, 1991

Sample Point No./ / / / / / / / /
8*24-25-26-27-28-29-30-31

Time Started:______________A.M./P.M.

Interviewer:____ Date:____________

Area Code:__________ 8*(9-11) Telephone No.:______________________________ 8*(12-18)

Hello, I'm ____________________ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a very important poll on the experiences the American people have had with their education. We want to speak with an adult in this household who is 18 or over. What is said will be kept confidential.

Continued...............5*(15(____-1

A. How many adults 18 years of age or older live in this household?

/ / / (16-17) (IF "1" , SKIP TO Q.F)

B. How many of these are women?

/ / / (18-19)

C. INTERVIEWER: SUBTRACT NUMBER OF WOMEN FROM TOTAL NUMBER OF ADULTS. RECORD NUMBER OF MEN.

/ / / (20-21)

IF "O" IN Q.A or Q.B, READ INSTRUCTION "D". SKIP OTHERS TO "E"

D. ADULTS IN HOUSEHOLD ARE SAME SEX: USE RESPONDENT SELECTION GRID ON BACK OF SAMPLE CARD. IF RESPONDENT IS NOT AVAILABLE, ARRANGE CALL-BACK.

"Let me see, in this household I need to speak with the ____________________."

E. FEMALE (S) MALE (S) IN HOUSEHOLD: USE SEX INDICATED ON FRONT OF SAMPLE CARD AND RESPONDENT SELECTION GRID ON BACK OF CARD TO DETERMINE WHO YOU SHOULD SPEAK TO. IF RESPONDENT NOT AVAILABLE, ARRANGE CALLBACK.

"Let me see, in this household I need to speak with the ____________________."

F. Are you the parent of a young person who graduated from high school four to eight years ago, and who either went on to hold down a job or went on to further education, or not?

Is parent of such a young person...............(22(17 -1 (Q.SEX THAN SKIP TO Q.3a)

Is not parent of such a young person............... 83 -2 (ASK Q.G)
Not sure... - -3

G. Did you go to high school four to eight years ago, or not?

Went to high school 4 to 8 years ago.........(23(13 -1 (ASK Q.H)

Did not go to high school 4 to 8 years ago....... 87 -2 (Q.SEX THAN SKIP TO Q.4a)
Not sure...____-3

H. Did you graduate from high school four to eight years ago, or did you not finish high school?

Graduated from high school 4 to 8 years ago.......(24(78 -1
Never graduated from high school...................... 21 -2 (Q.SEX THAN ASK Q.1a)
Not sure.. 1 -3

FROM OBSERVATION: Respondent Sex

Male...........(25(____-1

Female.............____-2

1a. After you got out of high school, did you get a job or seek employment, or did you go on to further education?

Got a job or sought a job...........(26(44 -1 (ASK Q.1b)
Went on to further education............ 49 -2 (SKIP TO Q.2a)
Other or Not sure...................... 7 -3 (SKIP TO Q.4a)

1b. How many jobs have you held since you got out of high school?

1.................................(27(15 -1
2................................... 27 -2
3................................... 24 -3
4................................... 11 -4
5 or more........................... 24 -5
None................................ - -6
Not sure............................ * -7

1c. In the job you now have or in the last job you held, how would you rate the way your employer has tried to understand what you are qualified to do and has tried to provide you with a place to work where you feel you are learning and can do your best work — excellent, pretty good, only fair, or poor?

Excellent...................(28(27 -1
Pretty good..................... 42 -2
Only fair....................... 22 -3
Poor............................ 8 -4
Not sure........................ 1 -5

1d. All in all, do you feel that your full capabilities are being used in the job you now have or the last job you held, or do you feel you could do much more productive work if your employer only gave you a chance?

Full capabilities being used......(29(36 -1
Could do much more productive work.... 61 -2
Not sure.............................. 3 -3

1e. Now, do you feel that your high school education properly prepared you for the job market you entered after high school, or did your high school education leave you with a feeling that you should have been better prepared?

High school properly prepared.......(30(43 -1
Should have been better prepared........ 54 -2
Not sure................................ 3 -3

1f. Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On (READ EACH ITEM), do you feel your high school preparation was excellent, pretty good, only fair, or poor?

DO NOT ROTATE		Excel-lent	Pretty Good	Only Fair	Poor	Not Sure
1. Your ability to read and understand written and verbal instructions	(31(	29 -1	50 -2	16 -3	5 -4	* -5
2. Being capable of doing arithmetic functions	(32(	29 -1	43 -2	20 -3	8 -4	* -5
3. Having real discipline in your work habits	(33(	21 -1	49 -2	24 -3	5 -4	1 -5
4. Learning how to write well	(34(	24 -1	41 -2	26 -3	8 -4	1 -5
5. Learning how to read well	(35(	34 -1	44 -2	18 -3	4 -4	- -5
6. Learning mathematics well	(36(	33 -1	34 -2	23 -3	9 -4	1 -5
7. Learning how to solve complex problems	(37(	19 -1	38 -2	28 -3	15 -4	* -5
8. Being able to work cooperatively with fellow employees	(38(	33 -1	39 -2	20 -3	7 -4	1 -5
9. Learning how to dress and to behave well	(39(	32 -1	36 -2	23 -3	7 -4	2 -5
10. Having a good attitude toward supervisors	(40(	28 -1	41 -2	25 -3	6 -4	* -5
11. Having a good attitude in dealing with those under you	(41(	24 -1	48 -2	21 -3	7 -4	* -5
12. Having the capacity to concentrate on your work over an extended period of time	(42(	22 -1	51 -2	23 -3	4 -4	- -5
13. Having both the desire to learn more and the capacity to keep learning more on the job	(43(	27 -1	42 -2	23 -3	6 -4	2 -5
14. Being motivated to give all you have to the job you are doing	(44(	25 -1	44 -2	24 -3	7 -4	* -5
15. Having a real sense of dedication to work	(45(	31 -1	42 -2	22 -3	5 -4	- -5

1j. Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

DO NOT ROTATE		Should Have Been	Should Not	Not Sure
1. The standards of performance required of the students should have been higher	(46(	73 -1	25 -2	2 -3
2. There should have been more emphasis on preparation for work after school	(47(	75 -1	25 -2	- -3
3. There should have been more emphasis on essential skills such as reading, writing, math, and the solving of complex problems	(48(	70 -1	30 -2	- -3
4. There should have been more emphasis on learning how to speak well	(49(	65 -1	34 -2	1 -3
5. You should have worked much harder and taken your classes more seriously	(50(	79 -1	20 -2	1 -3

1k. Did you first take a job after high school and then go back for further education after that, or not?

First got job, then went on to further education	(51(	21 -1	(ASK Q.2a)
Did not		78 -2	(SKIP TO Q.4a)
Not sure		1 -3	

2a. When you got out of high school, did you go to a four year university or college, a two year college or community college, or a vocational or trade school?

A four year university or college	(52(	51 -1
A two year college or community college		28 -2
A vocational or trade school		15 -3
Other type of school (SPECIFY): ______ ______		5 -4
Not sure		1 -5

Other types of school ______ (53)

______ (54)

______ (55)

2b. How far did you go? What was the last level of schooling you completed?

A four year university or college........(56(35 -1
A two year college or community college......19 -2
A vocational or trade school.................12 -3
Still attending school (vol.)................33 -4
Not sure......................................1 -5

Other types of school

____(57)

____(58)

____(59)

2c. In your further education after high school, how would you rate the way that institution tried to help you in remedial courses in math, reading, and writing, to make up for gaps in your learning and preparation in high school — excellent, pretty good, only fair, or poor?

Excellent......................(60(19 -1
Pretty good.......................40 -2
Only fair.........................14 -3
Poor...............................5 -4
Not applicable (vol.).............21 -5
Not sure...........................1 -6

2d. All in all, do you feel that your full capacities were put to use in your education after high school, or do you feel you could have stretched your capacities to learn more if the school you went to had given you the chance?

Full capacities were put to use.................(61(46 -1
Could have stretched capacities to learn more.......50 -2
Not sure...4 -3

2e. Now, do you feel that your high school education properly prepared you for further education, or do you feel that your high school education left you with the feeling that you should have been better prepared?

High school properly prepared............(62(53 -1
Should have been better prepared.............46 -2
Not sure......................................1 -3

2f. Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On (READ EACH ITEM), do you feel your high school preparation was excellent, pretty good, only fair, or poor?

DO NOT ROTATE		Excel-lent	Pretty Good	Only Fair	Poor	Not Sure
1. Your ability to read and understand written and verbal instructions........................	(63	44 -1	42 -2	11 -3	3 -4	* -5
2. Being capable of doing arithmetic functions....	(64	39 -1	35 -2	19 -3	7 -4	* -5
3. Having real discipline in your work habits.....	(65	23 -1	37 -2	30 -3	9 -4	1 -5
4. Learning how to write well......................	(66	35 -1	36 -2	22 -3	7 -4	* -5
5. Learning how to read well.......................	(67	41 -1	39 -2	16 -3	3 -4	1 -5
6. Learning mathematics well.......................	(68	33 -1	37 -2	21 -3	9 -4	* -5
7. Learning how to solve complex problems.........	(69	23 -1	40 -2	26 -3	10 -4	1 -5
8. Being able to work cooperatively with fellow students and faculty...........................	(70	38 -1	41 -2	14 -3	6 -4	1 -5
9. Learning how to dress and to behave well.......	(71	33 -1	37 -2	20 -3	9 -4	1 -5
10. Having a good attitude toward your teachers....	(72	31 -1	44 -2	18 -3	6 -4	1 -5
11. Having a good attitude in dealing with the pressure of meeting academic standards.........	(73	21 -1	44 -2	24 -3	9 -4	2 -5
12. Having the capacity to concentrate on your studies over an extended period of time........	(74	16 -1	43 -2	32 -3	9 -4	* -5
13. Having both the desire to learn more and the capacity to keep learning more as you moved to higher levels of education............	(75	28 -1	39 -2	25 -3	7 -4	1 -5
14. Being motivated to give all you have to stretching your mind and learning new disciplines...................................	(76	23 -1	39 -2	29 -3	9 -4	* -5
15. Having a real sense of dedication to learning..	(77	22 -1	44 -2	26 -3	7 -4	1 -5

2g. Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

DO NOT ROTATE

		Should Have Been	Should Not	Not Sure
1. The standards of performance required of the students should have been higher	(78	(72 -1	27 -2	1 -3
2. There should have been more emphasis on preparation for higher education after school	(79	(71 -1	29 -2	* -3
3. There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	(80	(63 -1	36 -2	1 -3
4. There should have been more emphasis on learning how to speak well	6*(08	(69 -1	31 -2	* -3
5. You should have worked much harder and taken your classes more seriously	(09	(72 -1	27 -2	1 -3

(SKIP TO Q.4a)

ASK Q. 3 OF THOSE WHO SAID THEY WERE PARENTS OF STUDENTS WHO WENT TO HIGH SCHOOL 4 TO 8 YEARS AGO

3a. If you have more than one child who was in high school 4 to 8 years ago, please keep in mind your oldest child who went to high school back then. After high school, did your child get a job or seek employment, or did your child go on to further education?

Got a job or sought employment	(10(39 -1	(SKIP TO Q. 3c)
Went on to further education	56 -2	(ASK Q. 3b)
Other or Not Sure	5 -3	(SKIP TO Q.4a)

3b. When your child got out of high school did he or she go to a four year college or university, a two year college or community college, or a vocational or trade school?

A four year college or university	(11(67 -1
A two year college or community college	22 -2
A vocational or trade school	9 -3
Other (SPECIFY) ______	1 -4
Not sure	1 -5

Other

______(12)

______(13)

______(14)

(SKIP TO Q.3f)

3c. Now, do you feel that your child's high school education properly prepared them for the job market after high school, or do you feel that their high school education did not properly prepare them for later life?

High school properly prepared.......(15(	52 -1
Not properly prepared for later life....	46 -2
Not sure..............................	2 -3

3d. Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On (READ EACH ITEM), do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

DO NOT ROTATE	Excel-lent	Pretty Good	Only Fair	Poor	Not Sure
1. Their ability to read and to understand written and verbal instructions.........................(16(	21 -1	49 -2	20 -3	6 -4	4 -5
2. Being capable of doing arithmetic functions....(17(	14 -1	52 -2	23 -3	10 -4	1 -5
3. Having real discipline in their work habits....(18(	18 -1	36 -2	25 -3	17 -4	4 -5
4. Learning how to write well.....................(19(	21 -1	35 -2	29 -3	14 -4	1 -5
5. Learning how to read well......................(20(	22 -1	44 -2	24 -3	7 -4	3 -5
6. Learning mathematics well......................(21(	12 -1	52 -2	29 -3	7 -4	- -5
7. Learning how to solve complex problems.........(22(	12 -1	36 -2	34 -3	18 -4	- -5
8. Being able to work cooperatively with fellow employees...................................(23(	28 -1	49 -2	16 -3	5 -4	2 -5
9. Learning how to dress and to behave well.......(24(	25 -1	44 -2	13 -3	16 -4	2 -5
10. Having a good attitude toward supervisors......(25(	23 -1	45 -2	17 -3	8 -4	7 -5
11. Having a good attitude in dealing with those under them...................................(26(	18 -1	53 -2	17 -3	9 -4	3 -5
12. Having the capacity to concentrate on the work done over an extended period of time......(27(	15 -1	50 -2	27 -3	8 -4	* -5
13. Having both the desire to want to learn more and the capacity to keep learning more on the job.......................................(28(	19 -1	44 -2	23 -3	14 -4	- -5
14. Being motivated to give all they have to the job they are doing........................(29(	25 -1	44 -2	19 -3	11 -4	1 -5
15. Having a real sense of dedication to work......(30(	24 -1	43 -2	22 -3	11 -4	- -5

3e. Now, as you think back on your child's schooling, do you feel that the high school he or she went to should have done things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

DO NOT ROTATE		Should Have Been	Should Not	Not Sure
1. The standards of performance required of the students should have been higher..................................	(31	(75 -1	24 -2	1 -3
2. There should have been more emphasis on preparation for work after school....................................	(32	(76 -1	24 -2	- -3
3. There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems....................................	(33	(80 -1	19 -2	1 -3
4. There should have been more emphasis on learning how to speak well....................................	(34	(76 -1	23 -2	1 -3
5. Your child should have worked much harder and taken his or her classes more seriously......................	(35	(71 -1	29 -2	- -3

(SKIP TO Q.4a)

ASK Q. 3f-3h OF THOSE PARENTS WHOSE CHILD WENT OFF TO FURTHER EDUCATION AFTER HIGH SCHOOL

3f. Now, do you feel that your child's high school education properly prepared them for further education after high school, or did your child's high school education leave you with the feeling that they should have been better prepared?

High school properly prepared them........(36	(66 -1
Should have been better prepared..............	32 -2
Not sure....................................	2 -3

3g. Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On (READ EACH ITEM), do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

DO NOT ROTATE		Excel-lent	Pretty Good	Only Fair	Poor	Not Sure
1. Their ability to read and understand written and verbal instructions...............	(37(	44 -1	42 -2	10 -3	4 -4	- -5
2. Being capable of doing arithmetic functions...	(38(	36 -1	41 -2	16 -3	6 -4	1 -5
3. Having real discipline in their work habits...	(39(	37 -1	30 -2	19 -3	10 -4	4 -5
4. Learning how to write well....................	(40(	36 -1	42 -2	15 -3	8 -4	-5
5. Learning how to read well.....................	(41(	49 -1	33 -2	11 -3	7 -4	- -5
6. Learning mathematics well.....................	(42(	27 -1	44 -2	21 -3	8 -4	* -5
7. Learning how to solve complex problems........	(43(	21 -1	50 -2	18 -3	8 -4	3 -5
8. Being able to work cooperatively with fellow students and faculty..........................	(44(	53 -1	34 -2	11 -3	2 -4	- -5
9. Learning how to dress and to behave well......	(45(	53 -1	32 -2	11 -3	3 -4	1 -5
10. Having a good attitude toward their teachers..	(46(	44 -1	37 -2	14 -3	4 -4	1 -5
11. Having a good attitude in dealing with the pressure of meeting academic standards........	(47(	29 -1	45 -2	21 -3	4 -4	1 -5
12. Having the capacity to concentrate on their studies over an extended period of time.......	(48(	30 -1	40 -2	21 -3	6 -4	3 -5
13. Having both the desire to learn more and the capacity to keep learning more as they moved to higher levels of education...........	(49(	40 -1	35 -2	16 -3	6 -4	3 -5
14. Being motivated to give all they have to stretching their mind and learning new disciplines.................................	(50(	35 -1	38 -2	20 -3	7 -4	- -5
15. Having a real sense of dedication to learning.	(51(	32 -1	41 -2	21 -3	5 -4	1 -5

3h. Now, as you think back on your child's schooling, do you feel that their high school should have done these things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

DO NOT ROTATE	Should Have Been	Should Not	Not Sure
1. The standards of performance required of the students should have been higher..................................(52	(52 -1	42 -2	6 -3
2. There should have been more emphasis on preparation for higher education after school..........................(53	(59 -1	37 -2	4 -3
3. There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems....................................(54	(64 -1	32 -2	4 -3
4. There should have been more emphasis on learning how to speak well..(55	(59 -1	40 -2	1 -3
5. Your child should have worked much harder and taken his or her classes more seriously.......................(56	(54 -1	46 -2	- -3

ASK EVERYONE

4a. In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

Are clear standards today............(57(37 -1 (ASK Q. 4b)

Are not clear standards.................. 54 -2
Not sure.................................. 9 -3 (SKIP TO Q.4c)

4b. Do you feel that today's standards are high enough, or not high enough?

High enough..................(58(47 -1
Not high enough................. 48 -2
Not sure........................ 5 -3

ASK EVERYONE

4c. Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

Need common national standards of performance...(59(82 -1
Don't need such common standards..................... 14 -2
Not sure... 4 -3

4d. Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

Should know how America compares with
    world class standards..................(60(80 -1
Don't feel that is needed......................... 16 -2
Not sure... 4 -3

4e. Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

Have accurate and comprehensive information..(61(37 -1
Do not have such information...................... 52 -2
Not sure.. 11 -3

4f. Do you feel that employers have accurate and comprehensive information about the academic performance of recent college graduates, or not?

Have such information...............(62(46 -1
Do not have........................... 42 -2
Not sure.............................. 12 -3

4g. In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

Needs to reach higher standards............(63(88 -1
Does not need to achieve higher standards...... 10 -2
Not sure.. 2 -3

4h. Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given to the importance of learning?

America places enough emphasis on learning...(64(18 -1
Should give more emphasis to the importance
    of learning................................ 80 -2
Not sure... 2 -3

4i. How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world — very important, somewhat important, not very important, or not important at all?

Very important.............(65(82 -1
Somewhat important.............. 14 -2
Not very important.............. 1 -3
Not important at all............ 1 -4
Not sure........................ 2 -5

4j. Do you feel the nation today invests enough in (READ EACH ITEM), not enough, or too much in (READ EACH ITEM)?

DO NOT ROTATE

		Enough	Not Enough	Too Much	Not Sure
1. Pre-school education..............................	(66(	26 -1	61 -2	8 -3	5 -4
2. Kindergarten through grade 12..........................	(67(	22 -1	71 -2	3 -3	4 -4
3. Education beyond 12th grade..........................	(68(	26 -1	64 -2	6 -3	4 -4
4. Training and adult education..........................	(69(	24 -1	69 -2	3 -3	4 -4

4k. Do you believe that creating a national examination system based on world class standards will improve education in America, or not?

National examination system will improve education in America......................(70(59 -1
Will not.. 35 -2
Not sure.. 6 -3

71-80Z

ASK EVERYONE
Now a few factual questions for classification purposes.

F1. How old are you? IF HESITANT, READ LIST

18 to 20......................7*(08(____-1
21 to 24..............................____-2
25 to 29..............................____-3
30 to 34..............................____-4
35 to 39..............................____-5
40 to 44..............................____-6
45 to 49..............................____-7
50 to 64..............................____-8
65 to 74..............................____-9
75 and over....................(09(____-0
Not sure..............................____-1

F2. What is the last grade level of school you have completed?

Less than high school (grades 1-11)....(10(____-1
High school graduate (grade 12)............____-2
Some college (grades 13-15)................____-3
College graduate (grade 16)................____-4
Postgraduate (grade 17 and over)..........____-5
Not sure..................................____-6

F3. Are you a member of a labor union, or is anyone else in this household a member of a labor union? (IF "YES":) Can you tell me who that person is? MULTIPLE RECORD IF NECESSARY

Self is member..................(11(____-1
Other is member.....................____-2
No union member in household.........____-3
Not sure.............................____-4

F4a. With which religious group do you identify? Would you describe yourself as Protestant, Catholic, Jewish, or what?

Protestant............(12(____-1 (ASK Q.F4b)

Catholic..................____-2
Jewish....................____-3
Other.....................____-4 (SKIP TO Q.F5)
None (vol.)...............____-5
Not sure..................____-6

INTERVIEWER NOTE:

CODE AS "PROTESTANT":
- Baptist
- "Born-Again"
- "Christian" (UNSPEC.)
- Church of Christ
- Congregational
- Episcopalian
- "Fundamentalist"
- Latter-Day Saint/Mormon
- Lutheran
- Methodist
- Pentecostal
- Presbyterian
- Unitarian

CODE AS "OTHER" AND SPECIFY:
- Christian Scientist
- Greek/Russian Orthodox
- Jehovah's Witness
- 7th Day Adventist

F4b. Do you belong to or attend in person, watch on television, listen on radio, or receive literature from any evangelical church or preacher?
MULTIPLE RECORD

Belong to/attend in person.......(13(____-1
Watch on television.................____-2
Listen on radio.....................____-3
Receive literature..................____-4
Do not do these things..............____-5
Not sure............................____-6

F5. How would you describe your own personal political philosophy — conservative, moderate, or liberal?

Conservative....................(14(____-1
Moderate............................____-2
Liberal.............................____-3
Not sure............................____-4

F6. Regardless of how you might vote, what do you usually consider yourself — a Republican, a Democrat, an independent, or what?

Republican......................(15(____-1
Democrat............................____-2
Independent.........................____-3
Other (vol.)........................____-4
Not sure............................____-5

F7. Did you vote in the 1988 presidential election when just about half the voters came out to vote, or didn't you get around to voting then?

Voted...........................(16(____-1 (ASK Q.F8)

Did not vote........................____-2
Not sure............................____-3 (SKIP TO Q.F9)

F8. In the 1988 election for president, did you vote for Bush the Republican or for Dukakis the Democrat?

Bush............................(17(____-1
Dukakis.............................____-2
Other (vol.)........................____-3
Not sure............................____-4

F9. Which of the following income categories best describes your total 1990 household income? Was it (READ LIST)?

$7,500 or less..................(18(____-1
$7,501 to $15,000...................____-2
$15,001 to $25,000..................____-3
$25,001 to $35,000..................____-4
$35,001 to $50,000..................____-5
$50,001 to $75,000..................____-6
$75,001 to $100,000.................____-7
$100,001 or over....................____-8
Not sure............................____-9

(INTERVIEWER: TOTAL HOUSEHOLD INCOME BEFORE TAXES FROM ALL SOURCES — IF UNSURE OF 1990 INCOME, PROBE FOR ESTIMATE)

F10. Are you of Hispanic origin or descent, or not?

Yes, of Hispanic origin.........(19(____-1
No, not of Hispanic origin..........____-2
Not sure............................____-3

F11. Do you consider yourself white, black, Asian, or what?

White............................(20(____-1

Black............................____-2

Asian or Pacific Islander..........____-3
American Indian or Alaskan native....____-4

Not sure.........................____-5

21-80Z

That completes the interview. Thank you very much for your cooperation!

Time Ended:__________A.M./P.M.